



CHILD PROTECTION POLICY

Policy reviewed November 2016

Next review November 2017

***Safeguarding and Child Protection Policy for
Crowmoor Primary School***

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

Important contact details

The Designated Safeguarding Lead (DSL)	Alan Parkhurst (HT)
Deputy Designated Safeguarding Lead (DSLs)	Ronan Walsh Jayne Parkhurst Pat Orton
Safeguarding and child protection link governor	Sandra Childs
Looked after children (LAC) link governor	Sandra Childs

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

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

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

Shropshire Out of hours Emergency Duty Team 0345 678 9040

Public Protection Unit (West Mercia Police) 0300 333 3000

Police Emergency 999

Police Non-emergency 101

Childline: 0800 1111

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

This Policy takes into account:

- Keeping Children Safe in Education (Statutory Guidance DfE) May 2016;
- Shropshire Safeguarding Children’s Board (SSCB) online procedures,2016;
- Shropshire Safeguarding Children’s Board (SSCB) Threshold Guidance Document
- The Prevent Duty July 2015;
- Working Together to Safeguard Children 2015;
- Ofsted Safeguarding inspection framework September 2015;
- Early years and Foundation Stage Guidance (EYFS) 2014:

Other policies that need to be taken into account are;

- *anti-bullying and discrimination*
- *PSHE*
- *Behaviour*
- *Special Needs*
- *Health and Safety*
- *Safe Recruitment*
- *physical intervention*
- *E-safety*
- *Management of Allegations*
- *Intimate Care*
- *Policy for the use of Mobile Phones and Cameras in Early Years and Foundation stage*
- *Medical Needs*
- *Staff conduct policy (Code of Conduct)*
- *Whistle Blowing*
- *Preventing Radicalisation and Extremism in Schools*
- *HR policies*

Introduction and Summary

- Schools have statutory duties with regard to safeguarding children.

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

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

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

Details of these duties can be found at Appendix 1

- The Health and Safety of all our pupils is of paramount importance to the adults who work in our school and the governors. Our pupils have the right to be safe and feel respected, regardless of age, gender, race, culture or disability.
- The atmosphere in our school encourages all pupils to take responsibility for their actions and to make informed decisions which will assist their self-protection.
- Our teaching of Personal, Social and Health Education, as well as Citizenship and the Rights Respecting School Award, enshrined in Foundation Stage Curriculum, National Curriculum and SEAL, helps to develop appropriate attitudes in our pupils and makes them aware of the impact of their decisions on others. We also teach pupils to recognise risks associated with different situations and environments, and to respond safely to them.

The aims of this policy are to:

- ◆ ensure that the pupils' development is supported in ways that foster security, confidence and independence
- ◆ raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children, and their responsibilities in identifying and reporting possible cases of abuse¹
- ◆ confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- ◆ emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
- ◆ emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- ◆ emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- ◆ confirm our working relationship with the Initial Contact Team within Safeguarding, People's Services Directorate of the Council, other agencies and, where appropriate with similar services in neighbouring authorities.

Purpose

- ◆ To ensure that staff are aware and clear about the actions necessary with regard to Child Protection, and to raise awareness of the issue. The Policy ensures a commonality of understanding of such issues, and the approaches used in the school and the wider community.

Our Philosophy

As a School we are committed to supporting and implementing the United Nations Convention on the Rights of the Child within our setting. Our aim is to be a fully compliant Rights Respecting School.

The governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children: Working Together 2015.

Protecting children from radicalisation

Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Government guidance on radicalisation is followed; this is available for all staff in the Safeguarding section of Shropshire Learning Gateway. This area of concern is covered by a separate policy – Appendix policy attached

Definitions

Someone may abuse a child by inflicting harm or by failing to prevent harm

Abuse may take the form of:

- Physical abuse
- Emotional Abuse
- Sexual abuse
- Neglect

(See appendix 6) Updated version attached

Protection of Pupils at Crowmoor Primary School

Pupils who are placed in our care for the day are entitled to the highest possible level of protection against possible abuse.

We must be vigilant at all times to ensure that pupils are protected from abuse that may be perpetrated by other members of the school population.

All staff and volunteers are Disclosure and Barring Service (DBS) checked during recruitment but it is always possible that an abuser has slipped through this net. It is therefore the responsibility of all staff to ensure maximum vigilance in their protection of pupils and to report any perceived incidents or suspicions.

Volunteers should always be under the direct supervision of a staff member. As such, an essential part of the duty of a staff member is to report to their line manager, Headteacher or Governor any relevant matter or breach of protocol, rules or guidelines. Breaches in the application of policy will not only leave pupils in a vulnerable position, but also expose staff and the school to unnecessary risk of accusation of improper behaviour.

Staff should adhere to the following guidelines;

- Staff should not remain in a room alone with a child unless empowered to do so through their line manager;
- Windows should not be covered and inside doors should remain open if a member of staff is communicating with a pupil alone, except where dignity is compromised;

- Staff should report any instance to their line manager if they feel that a member of staff has compromised a pupil's personal space. Holding a pupil's hand is quite permissible. Equally, helping a pupil with shoes and socks is perfectly acceptable, but helping a pupil dress and undress is something that would have to be cleared with a line manager. Some children require such intervention on a regular and frequent basis, and hence permission should not be sought for each occasion. Any member of staff who compromises a pupil's personal space outside of the protocol without reporting the occurrence to a line manager must expect to have the matter reported by another. Consistent violation of this protocol will result in the disciplinary action;
- Visiting a pupil's house must be cleared with a line manager. Equally, taking a pupil out alone should be checked prior to the event. Both these occurrences should only happen in an emergency situation and for the staff's protection should be done with a colleague. Staff are not permitted to take pupils to their own homes;
- Supporting children in the use of the toilet and the intimate care of pupils are sensitive areas, and this can only be expected on a regular basis by staff specifically employed to carry out this activity. If/when you have to support a pupil with the toilet or assist them in intimate care, you will have been mandated to do so by a line manager and have another staff member as a witness. Parents with vulnerable children should be made aware of Child Protection and Intimate Care Policies:

Immediate Action

Staff have a duty to take immediate action to protect a child if necessary. Adjustments to a child's routine and care must be made if greater protection can be offered. It is also imperative that if any suspicion of prostitution or involvement of an unauthorised person outside school is reported immediately to the Police. This also applies to any concerns around with forced marriages.

Responsibilities

i. The Governing body:

- has trained link governor(s) for;
 - Child protection, named: Sandra Childs who will attend training/updates every three years¹
 - Looked after children, named: Sandra Childs;
- will ensure that the school has a child protection policy and procedures in place, operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Shropshire Council, Safeguarding, People's Services Directorate and SSCB procedures;
- monitors adequacy of resources committed to child protection, and the staff and governor training profile;
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff);
- will make sure that the child protection policy is available to parents on request;
- will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, drug, to ensure safeguarding;
- provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy

ii. The Headteacher will ensure that;

- the policies and procedures adopted by the Governing Body are followed by all staff;
- designated staff review the six monthly updates of the SSCB procedures;

- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained;
- a list of all staff and volunteers, and their safeguarding training dates is maintained;
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies;
- all staff understand the role of DSL through ongoing training and updates:



Structures, Organisation and Protocols

All procedures and actions taken by School staff should concur with and follow the guidance contained in the Shropshire's Safeguarding Children Board Procedures available at:

www.shropshire.gov.uk/childprotection.nsf

It is a professional duty for all staff: teaching and non-teaching to have read this policy and the procedures contained within it.

Designated Person

The Designated People at Crowmoor Primary School who take the lead in child protection issues are the :

- Alan Parkhurst, Headteacher;
- Ronan Walsh, Deputy Headteacher;
- Jayne Parkhurst, Teacher;
- Pat Orton, Learning Mentor:

It is the responsibility of the Designated Persons to ensure that policy and practice reflect national and local protocols and each will deputise for the other. The appropriate designated person will maintain links with the Social Services child protection officer and attend child protection conferences or arrange for another member of school staff to attend.

Designated Leads will have their roles explicitly defined in their job descriptions. They will be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

See Appendix 3 for further clarification

Designated Leads will:

- attend child protection training yearly, and updates every two years;
- liaise in accordance with the SSCB procedures when referring a pupil where there are concerns about possible abuse or harm;
- where there are concerns about a member of staff being involved contact the Local Authority Designated Officer (LADO);

- be able to access the contents of the SSCB procedures and Personnel procedures (*on Shropshire Learning Gateway*) updated and make these accessible to all staff;
 - ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children;
- support staff who attend strategy meetings and/or case conferences,
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate,
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after':

Ensure that:

- written records of concerns are kept, even if there is no immediate need for referral;
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Headteacher/designated leads;
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere;
- all absence letters are dated and clearly signed by a teacher, and that if:
 - there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
 - the pupil has a Child Protection Plan, and is absent without explanation, their key worker in Safeguarding is contacted;
- phone calls about absences are similarly logged and dated;
- records are monitored for patterns and appropriate action is taken;
- where there are existing concerns about a pupil, and they transfer to another school in this authority, information e.g. Early Help, is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection of the pupil's new school in this authority as soon as possible (e.g. no longer than 3 weeks)
- where a pupil has **a child protection plan** and transfers to another school,
 - the key worker in Safeguarding is informed immediately
 - the master file, no copy kept in Crowmoor School, is forwarded under confidential cover and separate from the pupil's main file to the;
 - designated lead for child protection of the pupil's new school in this authority as soon as possible (e.g. no longer than 3 weeks),
 - **OR** to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority as soon as possible (e.g. no longer than 3 weeks):

Action of designated person in event of allegation or suspicion of abuse

- To refer in writing if requested to the child's local Social Services Stay Safe/Initial Contact Team within 24 hours (initial referral may be by phone and confirmed in writing);
- To agree with Social Services appropriate action. This may involve the school/social workers in informing parents and/or pupil of the referral;

(Social Services **DO NOT** have a legal requirement to identify the school as the origin of a referral to Social Services, especially where this knowledge could detrimentally impact upon the school/home relationship with the adverse impact this will have on a vulnerable child.);

- To notify the child's placing authority in the case of LA;
- To consider and agree with Social Services any action that may be required to protect the child concerned. Staff are expected to attend any subsequent Case Conference if asked to do so and to cooperate fully with any investigation;
- To report to police any evidence of a child becoming involved in prostitution, of unauthorised persons picking children up or contacting children in or outside school;
- To report any suspicions of a child being taken out of the UK for an arranged marriage.
- To report any suspicions of attempted/ actual female genital mutilation immediately.

iv. The staff

- All staff, teaching and non-teaching, volunteers and others working in school need to;
 - be aware that to safeguard children, they have a duty¹ to share information with the designated leads, and through the designated lead, with other agencies;
 - be alert to signs and symptoms of harm and abuse;
 - know how to respond to their duty when they have concerns or when a pupil discloses to them and to act;
 - know what and how to record concerns;
- 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;
- Personally inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all teachers; Serious Crime Act 2015):

Should a member of staff suspect that a child is being abused they;

Should

- Take action to keep the child safe (if abuse current);
- Draw body map indicating any signs or record in writing any behaviour/issue that causes concern;
- Report to the designated person and/or your line manager:

Should not

- Ask the child if they are being abused;
- Undress the child to undertake a physical examination;
- Involve more people than is necessary;
- Confront the person you believe may be the abuser:

Responsibility for Reporting Concerns

If you are concerned that the designated person has not taken appropriate action, or the designated person is not available or if consider that the designated person or other in authority may be implicated in the suspicion of abuse, you have a duty to inform statutory authorities.

- **Reporting concerns to the designated leads**

- Any concern must be discussed in the first instance with *one of the designated leads or in their absence the head teacher*, as soon as possible, at least by the end of the morning or afternoon session of that day.

Allegations against the Headteacher/other staff

Where an allegation is made against the Headteacher, the Designated Person for Child Protection must inform the Chair of the Governing Body, as well as the Local Authority Designated Officer (LADO).

Where an allegation is made against another member of staff, it must be taken direct to the Headteacher, or in their absence the Deputy, who will directly inform the Local Authority Designated Officer (LADO)

The role of the Named Governor for Child Protection shall include:

Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

For Shropshire Schools the contact is Shropshire Council's Initial Contact Team Manager, on 03456 789008

Immediate response to the pupil

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

Should a child tell a member of staff they are being abused, the member of staff should;

- Listen carefully and take it seriously;
- Stay calm;
- Reassure the child/young person;
- Explain what you will do next;
- Report to the designated person;
- Record the discussion using the child's words and keep a record, completing the school standard recording sheet straight afterwards or if not possible typing up a record:

They should not;

- Appear shocked or angry;
- Try to obtain more information than is necessary;
- Make comments or judgements;
- Contaminate the evidence;
- Promise to keep secrets - they must be shared;
- Give sweeping reassurances;
- Confront the alleged abuser:

Recording information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation;
- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow";
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms');
- It is important to keep these original notes and pass them on to the designated member of staff who will ask you to write a referral. A written referral is needed within 24 hours of the referral call if necessary.

Information Gathering

Information regarding the general well-being and the behaviour of school pupils is recorded by the class teacher in a confidential notes section of their recording system or on the behaviour management system in SIMS. Class teachers should be aware that these notes may be seen by parents.

School staff do not have the authority to investigate incidents of possible child abuse, although they may have a crucial role to play. Questioning of pupils should not be carried out unless specifically mandated by the Designated Person who will act in accordance with the Shropshire Safeguarding Children Board Procedures (S.S.C.B.)

See the following appendices for appropriate paperwork to be completed
Appendix 2.1: CROWMOOR PRIMARY SCHOOL: REFERRAL FORM

Supporting pupils

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

- ◆ The school will support all pupils by;
 - discussing child protection cases with due regard to safeguarding the pupil and his or her family;
 - supporting individuals who are or thought to be in need or at risk in line with SSCB procedures;
 - encouraging self-esteem and self-assertiveness,
 - challenging and not condoning aggression, bullying or discriminatory behaviour;
 - promoting a caring, safe and positive environment:

Confidentiality

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

Staff must ... be aware that;

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

◆ **Confidential Child Protection Records**

- ◆ All records and correspondence relating to any child protection issue should be filed separately in the Child Protection File. This File is then kept securely in the Headteacher's Office and is not viewed in its entirety other than by the Designated Person(s). Information held in the file on a specific child may be viewed by apposite agencies or teaching staff where it would be detrimental to a child's well-being should the information not be shared.

◆ **Confidentiality Issues**

- ◆ Pupils, who have been subjected to child protection enquiry or formal investigation by Social Services, or Police, have a right to confidentiality. Should it be necessary to inform a wider group of staff of the implications of a child protection issue then it should be done in a sensitive manner, recognising the responsibility being placed upon such staff. Any decision to widen the range of people who should have such information will be taken by the designated person(s). All staff are expected to follow this Confidentiality Policy. Breach of confidentiality is likely to be deemed as gross misconduct and would lead to disciplinary action and possible dismissal from employment at the school. Children should never be promised confidentiality, always told if it is in their interests other people may have to be told what they tell you

Working with parents/carers

- ◆ Parents and carers play an important role in protecting their children from harm.
 - In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Initial Contact Team;
 - Where there are any doubts, the designated lead should clarify with Initial Contact Team. whether, and if so when and by whom, the parents should be told about the referral;

- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that;

(Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. WT 2013)

- ◆ The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare;
- ◆ The governors included the above paragraph (highlighted in grey) on the school website where parents can access links to all relevant policies:

Looked-After Children

The SENCo is the Designated Person who deals with the additional responsibilities for Looked-After Children. Such children are seen as additionally vulnerable and the Head has the authority and responsibility to cut across other issues in school to highlight the needs of such children in order to safeguard their welfare. The school additionally endeavours to ensure that all case conferences and reviews for such children are attended by the Learning Mentor, Deputy Headteacher, Headteacher or Class Teacher or Teaching Assistant, if not a report will be provided.

Specific safeguarding issues

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education July 2015 and accessing SSCB procedures:

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

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

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

Protecting children from radicalisation

- ◆ Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.
- ◆ Government guidance on radicalisation is followed; this is available for all staff in the Safeguarding section of Shropshire Learning Gateway

Additional Guidance for Staff

Children with disabilities are three times as likely to suffer abuse as non-disabled children. It is therefore of crucial importance not just that the protocols are observed, but that the following guidance is considered carefully when dealing with pupils at school.

Pupils should be the subject of a formal child protection investigation by Social Services and the Police if there is a suspicion of Neglect, Sexual abuse, Physical abuse, or Emotional abuse.

The position of staff as information gatherers should not be underestimated. Very often it is not one incident but the last in a series of small ones that finally triggers child protection procedures. If any staff comes into possession of information which may contribute to a wider picture of a child's welfare then a written record must be made and the Designated Person informed.

Obviously staff will be making daily value judgements about the accuracy or importance of information received but if any doubt persists over sharing information then the information should be given to the Designated Person. Most information regarding a child's welfare will come from the pupil themselves and so listening time must be created to allow pupils the opportunity to discuss worries. Pupils who do not have speech should be offered alternative methods to communicate welfare concerns. E.g. Symbols, Objects of Reference, Pictures, Makaton, VOCAS or ICT.

Pupils will often unburden themselves with members of staff who are not seen as teachers eg. Volunteers or support workers. It is therefore vital that they are aware of the procedures to be followed and the protocols which may mean that they simply have to trust that the information has been dealt with in the proper manner even though they may not be informed of the outcome of their action.

Opportunities should be created within the school PHSE (SEAL) curriculum for pupils to talk and to explore feelings in a safe and secure context. This means that if a child begins to reveal information that should be confidential and may be the subject of a formal enquiry, then the teacher/HLTA should sensitively manipulate the session so that it can be continued away from other pupils, up to the point where it should become the domain of the Designated Person.

Child protection is a very emotive issue and can cause great upset to all involved. The greatest fear surrounding such issues is that signs of some abuse or distress in a child will be missed because staff are too busy to notice, monitor or communicate the signs displayed. Everybody is human and nobody can notice everything but if we act as a team and are observant we will then be able to assure ourselves and parents that we do everything humanly possible to protect our pupils.

Professional development

- ◆ All front-line staff (to include administrative, catering, caretaking and other support roles) will receive induction level training in child protection matters (to include the implementation of this policy) and further training as appropriate. The Administrator will maintain a record of such training, alongside the record she is expected to keep of all staff CPD. This record must include dates, content and duration of the training.
- ◆ Designated Persons will attend the local SSCB full child protection training programme as required.
- ◆ All staff must be familiar with this policy and sign to indicate that it has been read and understood. The Administrator shall maintain this record.
- ◆ At least one Governor should be trained to fulfil the role of Designated Governor for Child Protection and should be consulted where strategic decisions are required.
- ◆ The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips staff to recognise and respond to pupil welfare concerns.

- ◆ Ensure staff are given mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed
- ◆ The training including multi-agency training in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:
 - A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
 - A training register is kept to indicate when staff and governors have been trained and this in turn informs the *annual* report to governors.

Staff Appointment

Child Protection issues are a major consideration during the appointment process. In particular, the following measures are in place:

- The Headteacher has completed /is aware of DfE training in safer recruitment and at least one trained member of the panel will be in place for all appointments. All Governors should complete the Safer Recruitment Training but any governor wishing to be involved in interviews should receive this training;
- Gaps in CVs will be investigated and candidates questioned;
- Interview questions will be formulated to test attitudes to Child Protection and safety,
- Advertisements will carry a statement regarding the paramount nature of Child Protection at Crowmoor Primary School. This will be the responsibility of the Business Manager;

Prevention in the Curriculum

The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- safely explore their own and others' attitudes
- recognise and manage risks in different situations and how to behave responsibly;
- judge what kind of physical contact is acceptable and unacceptable;
- recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help;
- to understand that peer pressure may result in young people being coerced into joining gangs and the effective ways to resist this pressure
- assertiveness techniques to resist unhelpful pressure;
- Internet Safety:

Whistleblowing (Reporting a Colleague)

The welfare of the young people is of paramount importance and therefore child protection over-rides any other conflicting protocol or policy. Failure to protect the well-being of a young person in our care is likely to be a disciplinary offence but also may contravene the law. Our reputation is at stake in all the work that we undertake but it is the area of child protection where we are potentially most vulnerable and must be at our most professional. In the event of any allegation involving another member of staff being received, it is vital that the Designated Person be informed immediately. Should that Designated Person be implicated by the allegation then the alternative Designated Person and/or the Deputy Head should be informed, even if the allegation is felt to be a malicious one. The temptation to assume that all such allegations are malicious or mistaken must be dismissed as the reputation of the School and the welfare of the pupils are best protected and even enhanced by following the correct procedures and trusting in the outcome.

The following protocols must be adopted and adhered to each day.

- Any whistleblowing allegations can be made to the **NSPCC Whistleblowing Helpline on 0800 023 0285**
- Any disquiet or evidence of a member of staff failing to protect the interests or well-being of a pupil must be reported. Failure to do so is likely to be a disciplinary offence;
- It is a decision for Social Services as to the nature of any action or investigation against a member of staff. It is essential that the responsibility is given to them and not held back in any way by the school or fellow staff member;
- When in any doubt about a colleague's actions or intentions, pass it to the Designated Person;

The *Statutory Framework for the Early Years Foundation Stage* states only that settings on the Early Years Register should cover the use of mobile phones and cameras in their Safeguarding policy: "The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting." [para 3.4]

The purpose and Importance of Our Mobile Phone Policy

Crowmoor recognises that staff may need to have access to mobile phones on site during the working day, however they can be contacted via the landline. However, there have been a number of queries raised within the local authority and nationally regarding the use of mobile phones and other devices in educational settings.

The concerns are mainly based around these issues:

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

Ensuring the Safe and Appropriate Use of Mobile Phones

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

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

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

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

Use of Mobile Phones for Volunteers and Visitors

Upon their initial visit volunteers and visitors are given information informing them they are not

permitted to use mobile phones on the premises and their phone/photographic device will be stored in a locker and they will be given the key. If they wish to make or take an emergency call they may use the main office. Neither are volunteers or visitors permitted to take photographs or recordings of the children without the Headteachers permission.

Photographs

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 Crowmoor. We take a mixture of photos that reflect the pre-school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at Crowmoor understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act

Appendix 1

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

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

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

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

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

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

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

- That there are procedures in place to handle allegations of peer on peer abuse. Peer on peer abuse can manifest itself in many ways. Governors and proprietors should ensure the schools or colleges approach to “sexting” is reflected in the child protection policy.
- Arrangements clearly set out the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);

The role of the DSL is to:

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

In greater detail, this involves the following:

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

- **Work with others**

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

- **Undertake training**

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

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

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

- **Maintain responsibility for Child protection files**

- ❖ Ensure that all child protection files are stored securely and accessed only by authorised individuals compliant with the Data Protection Act 1998.
- ❖ Where children leave the school or college the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. They should ensure it is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt obtained.

- **Ensure availability**

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

- **Adhere to Safe Recruitment policy**

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

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

In addition:

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

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

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

Schools and colleges

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

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

Appendix 2

CHILD PROTECTION PROCEDURES VS FIRST AID PROCEDURES

All staff should be aware of the following should any bruising or injury be noticed on a child/pupil.

Under Child Protection Procedures:

- It is a criminal offence to undress a child for the purposes of examination or for inspection of an injury unless consent has been received by parents.
- If Parents do not consent, then Social Services should be informed. This would take the form of an official referral to the Child Care Duty Desk which would be done by the designated person. No examination by school staff can then be carried out without breaking the law.
- If Parents consent, then the examination should take place in surroundings comfortable to the pupil, in the presence of a Designated Person with responsibility for Child Protection and a first-aider. The first-aider should carry out the examination and complete a body map where appropriate. Members of staff should consult their respective unions before agreeing to take on this task, which is best left to social services and the Police.
- If bruising or an injury is visible without any undressing of the child, it is permissible for the first-aider and Child Protection person to look at the visible injury only.

Under First-Aid Procedures

- Should an injury or bruising be seen whilst the child is undressed for toileting, PE or swimming, and it is thought that first-aid may be required, it is permissible for a first-aider to examine the child. The first-aider has permission to undress the child for the purpose of possible administration of first-aid. This must be carried out with a chaperone.
- If the first-aider then has a concern that an injury may have a child protection dimension, a body map can then be produced and the Designated Person informed. The Designated Person will then decide if parents or Social Services need to be informed. Advice can be sought from Social Services prior to any official referral under Child Protection Protocols.

Summary:

No child should be undressed specifically for the purpose of a child protection examination unless permission has been obtained from parents. A first-aid examination is however entirely permissible, and a first aid record form must be completed, even if no treatment is required.



Appendix 2.1

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to a named child protection officer if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Class/Year	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	
Position:	
Your signature:	Date passed to ICT (if appropriate)
Time:	
Date:	Date:

Action taken by CPO/ICT

Referred to.....

Attendance
EWO

Police
Guidance

School Nurse

Children's
Services

Head
Teacher Pastoral

Other
Support

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Teacher

Pupil

Person who recorded disclosure

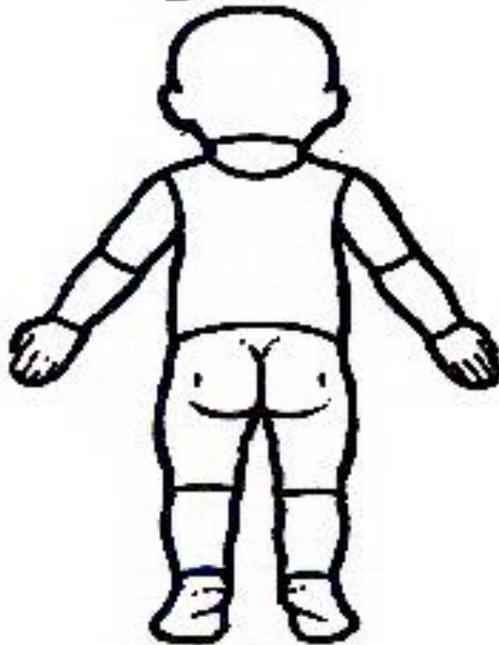
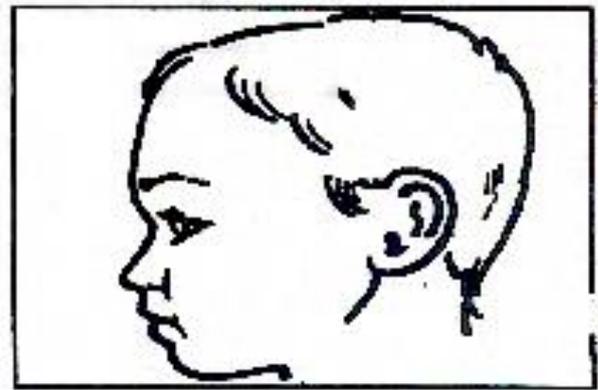
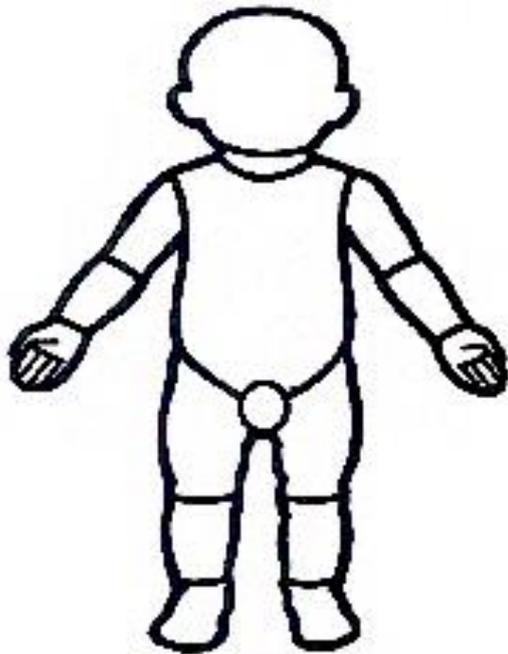
Child Protection Officer

Full name:

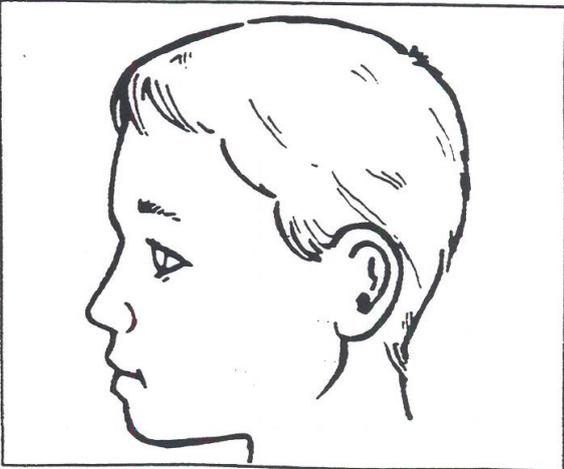
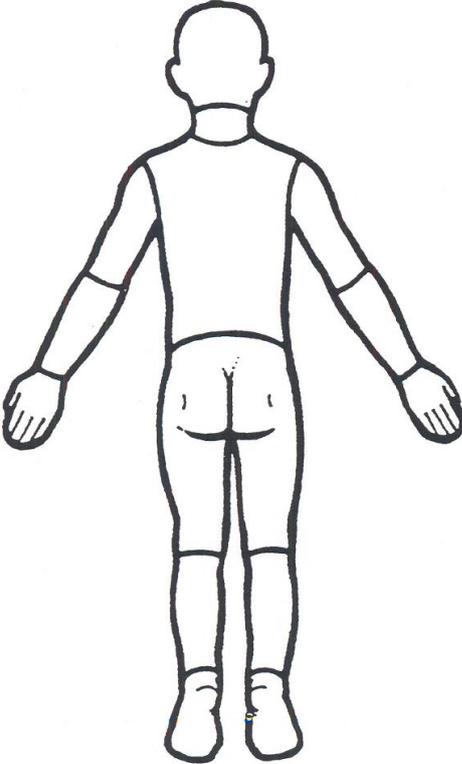
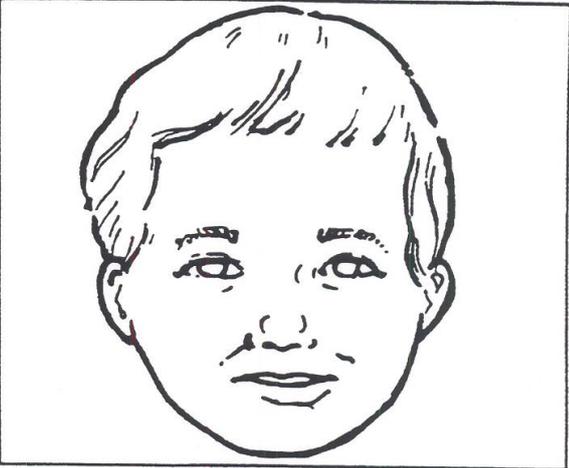
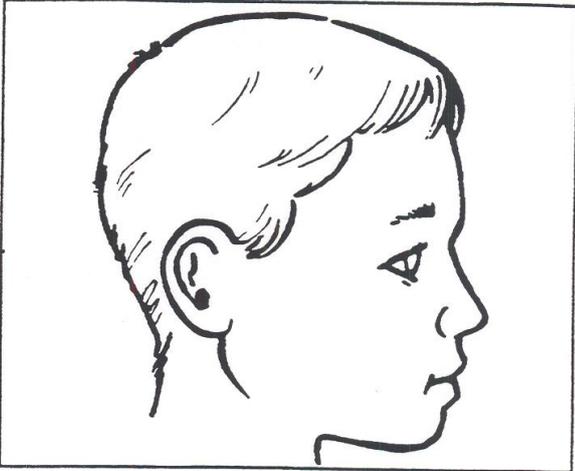
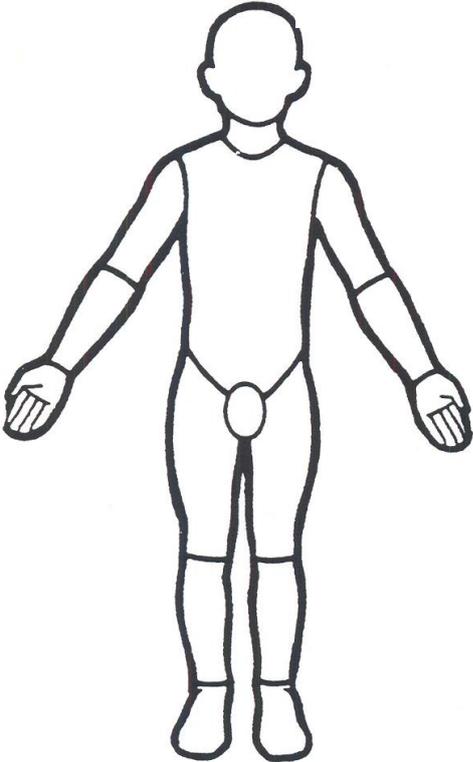
Signature:

Date:

Young Child



Older Child



Appendix 3



The role of the designated lead staff for child protection

In carrying out any of the role set out below, the designated staff should be guided by two important principles. First, following the Children Act, 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:

- the Department for Education (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2016
- 'Working Together to Safeguard Children' 2016
- Ofsted 'Inspecting safeguarding in early years, education and skills setting' August 2015
- DfE The Prevent Duty Departmental advice for schools and childcare providers June 2015

The designated lead should:

- Be fully conversant with the Shropshire Safeguarding Children Board (SSCB) child protection (CP) procedures and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to CP.
- Liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Refer individual cases of suspected abuse to relevant Children Services area (following SSCB guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Have 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 SSCB procedures for CP and that all cases of suspected abuse are reported in the correct way.
 - ❖ all teaching and non-teaching staff to attend CP training every three years
 - ❖ designated leads update their child protection training every two years
- Ensure that the school keeps detailed, accurate, secure written records of concerns and referrals.
- Be aware of the guidance that is available in respect of FGM and should be vigilant to the risk of it being practised.
- Extend responsibility to include Prevent (Government's counter terrorist strategy, CONTEST) within their role. Cascade information to all staff members, governors and volunteers. The school must also be able to demonstrate what they are doing to protect their pupils from extremist material and radicalisation.
- Ensure that the school is represented at CP conferences or, failing that, that a report is submitted to the conference from the school.

- Ensure, together with the Headteacher, that any decisions made by CP conference which involve school staff are carried out as agreed at the conference
- Offer informed advice and guidance to staff unfamiliar with CP conference procedures with the type of information required by the conference.
- Be a key professional support, together with the Headteacher, to members of staff to whom pupils have disclosed abuse.
- Ensure that where children leave the school/college that their child protection file is copied for the new school/college as soon as possible but transferred separately from the main file
- Advise the Headteacher on CP input to the school curriculum
- Monitor and evaluate the effectiveness of CP work each year and report to governors
- Undertake safeguarding audits in compliance with SSCB
- Ensure that the schools CP policy is in line with SSCB procedures, Working Together 2016 and Keeping Children Safe in Education 2016
- Ensure that the CP policy is reviewed annually and made available publicly
- Access SSCB website every six months to ensure that any new CP information can be disseminated throughout the staff team.

Where the Headteacher is not designated lead (this applies mainly to secondary schools), the designated lead should keep the Headteacher informed both of the welfare of the individual pupils on the CP register and of general protection issues within the school.

In the absence of the head/designated staff, the deputy head would be responsible for supporting staff in the decision making process and acting in urgent situations, following local authority guidelines.

Appendix 4

The role of the Link Governor for child protection

It is **essential** that Child Protection Link Governors are familiar with the content of the following key documents:

- the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2016
- 'Working Together to Safeguard Children' 2016
- Ofsted 'Inspecting safeguarding in early years, education and skills setting' August 2015
- DfE The Prevent Duty Departmental advice for schools and childcare providers June 2015

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. This should be explicit in the role-holders job description.

The link governor should be fully conversant with Shropshire Safeguarding Children Board (SSCB) child protection procedures and ensuring that all staff are aware of their responsibilities in relation to child protection.

The link governor:

- Should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be available to all staff- including temporary staff and volunteers- on induction.
- Should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- Should prevent people who pose a risk of harm working with children by following 'Keeping Children Safe in Education' 2016 guidance.
- Should ensure that the school keeps a single central record.
- Should have due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter- Terrorism and Security Act 2015.
- Needs to ensure that allegations against members of staff and volunteers are referred to the Local Authority Designated Officer (LADO). There must be procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Liaises with designated staff for child protection, Looked After Children and for 14-19 placements

- understands the referral process for suspected abuse to the relevant Children’s Services area (following SSCB guidelines)
- monitors training on all aspects of child protection within school which involves monitoring all staff, both teaching and non-teaching:
 - they know about, and have access to copies of the SSCB procedures for child protection
 - attend school-based training on child protection organised by the local authority every three years
 - designated leads to attend training every year
- monitors that the school is represented at child protection conferences or failing that, a report is submitted to the conference from the school
- offers informed advice and guidance to governors unfamiliar with child protection issues
- monitors that the school has systems for passing appropriate information about a child subject to a child protection plan to the designated staff of the new school immediately when a pupil transfers
- to ensure the school is compliant with SSCBs auditing framework
- to ensure that the school child protection policy is compliant with SSCB procedures, Working Together 2015 and Keeping Children Safe in Education 2016.
- To ensure that all staff in schools and colleges read at least Part 1 of Keeping Children Safe in Education 2016.

Appendix 5



If you're worried about a child or an adult

Phone Shropshire Council Dedicated Safeguarding Line

First Point of Contact (FPOC)	0345 678 9021
Telford & Wrekin Referral Number	01952 385385

Out of hours Emergency Duty Teams:

Shropshire	03456 789040	Telford & Wrekin	01952 676500
Public Protection Unit (West Mercia Police)			0300 333 3000
Police Emergency	999	Non-emergency	101

www.shropshire.gov.uk click the 'report it' button on the home page

Support services

Child Trafficking and Advice Centre (CTAC)		0800 107 7057
NSPCC (24 hour)		0808 800 5000
Childline		0800 1111
Shropshire Family Information Service		01743 254400
Axis (for adult survivors of sexual abuse)	01743 357777	01952 278000
Samaritans		08457 909090
Victim Support line (24 hours)		0808 168 9111
Domestic Abuse Helpline (24 hour run by women's aid)		0800 783 1359
Respect Helpline (for perpetrators of domestic abuse)		0808 802 4040
Men's domestic advice line - info@mensadvice.org.uk		08088010327
Prevent radicalisation		01386 591835
	prevent@warwickshireandwestmercia.pnn.police.uk	

Access free Home Office training

Female Genital Mutilation (FGM) <https://www.fgmelearning.co.uk/>
Forced Marriage www.forcedmarriagetraining.co.uk

Reporting Concerns

If you think a child or young person is being harmed or is at risk of being harmed then you must contact Children Services and tell them your concerns.

It might be you that is being harmed. Do not delay, please contact us straight away - we are here to help you.

You can report your concerns online via the '[Report child abuse online - NSPCC website](#)' or phone **the Initial Contact Team on 0345 678 9021**.

If you need to report concerns **out of office hours** then please contact **the Emergency Duty Team on 0345 6789040**.

You can also speak to:

Protecting Vulnerable People (West Mercia Police): 0300 333 3000

NSPCC: 0800 800 5000

ChildLine: 0800 1111

If a child is in immediate danger

If you think a child is in immediate danger, call the emergency services on 999.

Relevant Links:

- [Report Child Abuse Online](#) - NSPCC website

Appendix 6



DEFINITIONS OF ABUSE

What is Abuse?

Concerned?

If you are suspicious or have any concerns that a child is suffering or is likely to suffer Significant Harm, including any form of mistreatment or abuse, see [Reporting Concerns](#).

If you are concerned about your own behaviour, please contact the Initial Contact Team for advice on 0345 6789021. To contact the Initial Contact Team outside normal working hours, call 0345 6789040

Definitions of Abuse

Being mistreated or abused (sometimes called 'Significant Harm') is defined as Sexual Abuse, Physical Abuse, Neglect or Emotional Abuse.



Physical Abuse:

When an adult deliberately hurts a child, such as hitting, shaking, throwing, poisoning, burning, drowning or suffocating.



Emotional Abuse:

This would happen, for instance, when a child is being unfairly blamed for everything, all the time, or told they are stupid and made to feel unhappy.



Sexual Abuse:

An examples of sexual abuse would be where a child has been forced to take part in sexual activities or in the taking of rude photos.



Bullying:

E.g. calling names, damaging property, stealing, spreading rumours, cyberbullying, hurting, getting people into trouble (See [Bullying](#))



Domestic Violence:

When one adult in a family or relationship threatens, bullies or hurts another adult e.g. physically, psychologically, emotionally, sexually or financially.



Neglect:

Where a child is not being looked after properly, for example, not getting enough to eat or being left alone in dangerous situations.

Physical Abuse

(A body map is available to assist with recording – appendix 2.1)

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Working Together to Safeguard Children 2015

Indicators of Physical Abuse

Common sites for Non-accidental injuries eyes, ears and mouth, skull and neck, cheek, side of the face, genitals, upper and inner arm, chest and shoulders, back, buttocks, thighs, knees	
Signs of non-accidental Injuries may be bruising, grasp marks, linear marks, scalds or burns and other types of injuries i.e fractures, torn frenulum Burns and scalds Cigarette burns Swelling and lack of normal use of limbs Human bite marks Untreated injuries Any serious injury with no explanation or conflicting explanations Ligation marks	Physical - Behavioural Observations These may include: <ul style="list-style-type: none"> • unusually fearful with adults • unnaturally compliant to parents • refusal to discuss injuries or a fear of medical help • withdrawal from physical contact • aggression towards others • wearing cover-up clothing • any behaviours that you would not expect to see in a child, at their age or stage in development

Common sites for accidental injuries

Nose, forehead, chin, forearm, elbows, bony spine, hip, knees

Female genital mutilation (FGM)

Is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

The maximum sentence for carrying out FGM or helping it to take place is 14 years in prison.

FGM is any procedure that's designed to alter or injure a girl's (or woman's) genital organs for non-medical reasons.

It's sometimes known as 'female circumcision' or 'female genital cutting'. It's mostly carried out on young girls.

FGM procedures can cause: severe bleeding, infections, problems with giving birth later in life - including the death of the baby

Department of Health, last updated November 2014

Sexual Abuse

Sexual Abuse

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

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Working Together to Safeguard Children 2015

Sexual Abuse - Physical Observations	
<ul style="list-style-type: none"> • Damage/ soreness in genital area, anus or mouth • Sexually transmitted infections • Unexpected pregnancy especially in very young girls 	<ul style="list-style-type: none"> • Bruising giving the impression of sexual assault • Unexplained recurrent urinary tract infections and discharges or abdominal pain
Sexual Abuse - Behavioural Observations	
<ul style="list-style-type: none"> • sexual knowledge inappropriate for age • sexualised behaviour in young children • sexually provocative behaviour/promiscuity • hinting at sexual activity, and about secrets they cannot tell • inexplicable falling off in school performance • sudden apparent changes in personality • lack of concentration, restlessness, aimlessness 	<ul style="list-style-type: none"> • socially withdrawn • poor trust in significant adults • regressive behaviour, onset of wetting, by day or night • onset of insecure, clinging behaviour • running away from home • suicide attempts, self mutilation, self disgust • eating disorders, hysteria attacks in adolescents • substance, alcohol misuse • severe sleep disturbance • low self image/ low self esteem

Child Sexual Exploitation

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Safeguarding Children and Young People from Sexual Exploitation June 2009

<http://mesmac.co.uk/blast>

SSCB September 2015

Information correct at time of writing

Emotional/Domestic Abuse

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Working Together to Safeguard Children 2015

Emotional – Behavioural Observations	
<ul style="list-style-type: none"> • physical, mental and emotional development lags • acceptance of punishment which appears excessive • over-reaction to mistakes • continual self-deprecation • sudden speech disorders/language delay • fear of new situations 	<ul style="list-style-type: none"> • inappropriate emotional responses to painful situations • neurotic behaviour (such as hair twisting, thumb sucking, rocking) • self-mutilation • fear of parents being contacted • extremes of passivity or aggression • being the scapegoat in the family • coldness/hostility/constant criticism

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional,

<https://www.gov.uk/domestic-violence-and-abuse> 2015

Prevent

Prevent is one of the most challenging parts of the counter terrorism strategy, because it operates in the pre-criminal space, before any criminal activity has taken place.

It is about safeguarding - supporting and protecting those people who might be susceptible to radicalisation, and ensuring that individuals and communities have the resilience to resist violent extremism.

<https://www.westmercia.police.uk/article/7818/Prevent---Play-your-part>

The aim of the *Prevent* strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

Prevent Duty Guidance: for England and Wales July 2015. HM Government

Neglect - neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Child Protection Register – every Local Authority is required to keep a register of all children who are suffering ongoing significant harm. The purpose of this is primarily to alert professionals to those concerns.

Peer Abuse - Children and Young People who Abuse Others

Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- **There is a large difference in power (for example age, size, ability, development) between the young people concerned; or**
- **The perpetrator has repeatedly tried to harm one or more other children; or**
- **There are concerns about the intention of the alleged perpetrator.**

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Risks

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, significant harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

Protection and Action to be Taken

It is not enough to respond to incidents as they arise: all agencies that work with children should strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. Agencies should have a policy on bullying, and on sexual and racial harassment. They should also consider the effect of adult behaviour on children who may view them as role models.

Any professional who feels that a young person has abused another child or young person should notify a designated lead without delay.

In order to give priority to them, issues relating to the safety of victims and potential victims must be discussed first and completely separately from any issues relating to the needs of the alleged perpetrator.

The strategy discussion will consider:

- Whether the alleged perpetrator seems to pose a continuing risk to any child;
- How to protect any child who appears to be at immediate risk of significant harm;
- Whether Section 47 procedures should be initiated (or continued if they have already begun) and how they should be handled; and
- What action should be taken in respect of the alleged perpetrator, for example arranging a risk management meeting.

It is important to co-ordinate action to address these issues: no agency should initiate action that has implications for another agency without appropriate consultation unless this is unavoidable in order to protect the safety of a child.

The victim

The strategy discussion will consider what action is necessary to ensure the immediate safety of the identified victim(s) and what further enquiries are necessary to assess any further risk.

Where a young person has abused a sibling, planning must include consideration of the support needs of the parents. If victim and perpetrator are members of the same family/household, before making any arrangement to return the perpetrator to the family/household it is critical to ensure that the victim's views have been heard and that s/he feels safe.

The alleged perpetrator

It is not appropriate to initiate section 47 procedures in respect of the alleged perpetrator unless there is information suggesting that they are at continuing risk of significant harm. However young people who abuse others frequently have considerable needs themselves, so an assessment of the alleged perpetrator's needs should be carried out.

Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. If the alleged perpetrator is over the age of 10, consideration should also be given to whether action under the criminal justice system would be appropriate.

If there is evidence that the alleged perpetrator has also been the victim of abuse, the police will consider whether to initiate a separate criminal investigation relating to this.

The alleged perpetrator is likely to pose a continuing risk to others unless the opportunity for further abuse is ended and the young person and their family have agreed to work with relevant agencies to address the problem. It has also been proposed that the risk remains high unless the young person accepts responsibility for the abusive behaviour, but more recent research has suggested that in the case of sexually harmful behaviour, denial may be rooted in shame and a well-founded fear of consequences of admission.

Issues

Particular difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour;
- Many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
- Some young people who abuse have themselves been abused, but this cannot be assumed in any particular case.

The guiding principles for dealing with these situations are:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately;
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children;
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- There should be a co-ordinated approach by child welfare, youth offending, education and health agencies. No agency should start a course of action that has implications for any other agency without appropriate consultation.

Crowmoor Primary School

Preventing Extremism and Radicalisation Policy

Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working in Crowmoor Primary School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

When operating this policy, Crowmoor Primary School uses the following Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

The full Government Prevent Strategy can be viewed at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

Non-statutory Guidance

- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Other related policies within school

- Acceptable Use Policy (ICT) policy
 - Behaviour Policy
 - Child Protection and Safeguarding Policy
 - Equality Policy
 - Lettings Policy
 - Personal, Social and Health Education (PSHE) Policy
 - Spiritual, Moral, Social, Cultural (SMSC) Policy
 - Staff code of conduct Policy
 - Teaching and Learning Policy
 - Visitors Policy
 - Whistle-blowing Policy

At Crowmoor Primary School we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

1 Roles and responsibilities

1.1 Role of the Governing Body

It is the role of the governing body to ensure that that the school meets its statutory duties with regard to preventing radicalisation.

1.2 Role of the Headteacher

It is the Headteachers role to:

- Ensure that the schools and its staff respond to preventing radicalisation on a day-to-day basis
- Ensure that the school's curriculum addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation
- Report to the governing body on these matters

1.3 Role of Designated Safeguarding Lead

It is the role of the safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability of radicalisation and know how to refer their concerns
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Making referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and police
- Offer support and advice to staff

1.4 Role of staff

It is the role of staff to understand the issues of radicalisation are able to recognise signs of vulnerability or radicalisation and know to refer concerns to the designated lead promptly.

1.5 Curriculum and teaching approaches

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience may make it harder for them to challenge or question these radical influences. In our school this will be achieved primarily through PSHE.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues as to become even more relevant to the current issues of extremism and radicalisation.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and restorative approach addressed through the curriculum and the behaviour policy
- Focused educational programmes

At Crowmoor Primary School we will promote the value of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or not faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

1.6 IT

At Crowmoor Primary School we will ensure that children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content.

Staff to monitor children's use of the internet, particularly for vulnerable pupils, whilst ensuring that 'over blocking does not lead to unreasonable restrictions as to what children can be taught'. Pupils and staff are aware of the procedures in school for reporting any concerns relating to inappropriate content found on the internet.

Pupils and staff are asked to sign the Acceptable Use Policy (AUP) annually to confirm that they understand what is acceptable.

Staff have read and understand 'How Social Media is used to encourage travel to Syria and Iraq – Briefing note for schools DfE 2015'.

1.7 Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The designated lead/s Ronan Walsh and Alan Parkhurst attended a Workshop to Raise Awareness of Prevent (WRAP) on 13th November 2015 and will ensure that the key messages are filtered down to all staff members.

Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel. Staff at Crowmoor Primary School have completed this and for those staff that are new in post will as part of their induction complete this (accessed at http://course.ncalt.com/Channel_General_Awareness/01/index.html).

1.8 Working in partnership

We will work in partnership with local partners, families and communities in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

Crowmoor Primary School will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised.

The school will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Children Board.

1.9 Use of external agencies and speakers

At [insert school name] we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will ensure that any visitor coming into the school has been 'checked' appropriately in accordance with Keeping Children Safe in Education 2015. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the schools values and ethos.

2.0 Referral process

If a member of staff has a concern about a particular pupil/s they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should contact West Mercia Prevent Team:

DS Phillip Colley
01386 591835

DC Jamma Greenow
01386 591825

DC Gary Shepheard
01386 591816

PC Manjit Sidhu
01386 591815

The Prevent Team email is:

prevent@warwickshireandwestmercia.pnn.police.uk

3.0 Monitoring and review

This policy will be reviewed annually by the Governing body but may need to be adapted as and when new guidance or policy is released.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

Signed (Headteacher) Mr A J Parkhurst

Signed (Chair of Governors) Mr M Ware
Date: October 2016.

Review date: **October 2017.**

Appendix 7



Crowmoor Primary School radicalisation and extremism concern form

Pupil Name:	Staff logging concern:	Date:

Nature of concern (Please tick)
Inappropriate content on device
Overheard conversation
Propaganda material
Inappropriate material held by pupil
Gang mentality
Other (please state)

Describe in as much detail as possible your concern and note any behaviour observed

Actions taken:		
Referral made to SSCB	Name of contact:	
Phone call to Police	Name of contact:	
Discussed with Headteacher	Date & Time:	
Phone call to parents after the above has taken place	Date & Time:	
Timeline started and risk assessment undertaken		

<p>Safeguarding Lead to describe the outcome of the above process and the next steps to safeguard the child</p>
Empty space for text entry

Signed:

Date: