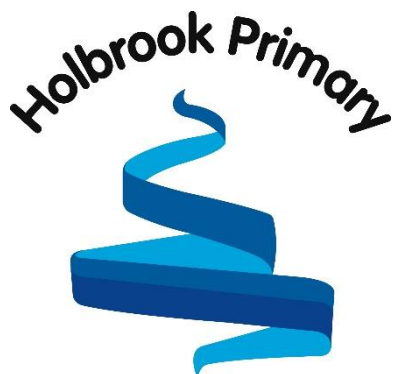


Child Protection and Safeguarding Policy

Holbrook Primary School

September 2019



Policy last reviewed: 4th September 2019

Reviewed by: Tamara McCarthy and Nicola Kelsall Sept 2019

Agreed by governors: (date)

Shared with staff: 17.09.19

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Date of next review: Sept 2020

Head Teacher/Principal: Tamara McCarthy Headteacher

Designated Safeguarding Lead: Tamara McCarthy Headteacher

Deputy Designated Safeguarding Lead: Nicola Kelsall

Assistant Headteacher

Named Governor for Safeguarding: Katie Watts

Chair of Governors: Ruth Westbrook, C/O Holbrook primary School

Vice Chair of Governors: Dina Pole-Szafranek, C/O Holbrook Primary School

Local Authority designated officer: Lavona Brown

Telephone number: 02476 833 443

Designated Lead for Looked After and Previously Looked-After Children:

Nicola Kelsall, Assistant Headteacher

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1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2019)** as;

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Holbrook Primary School.

2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Holbrook Primary School's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Holbrook Primary School's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Holbrook Primary School is committed **to** the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.

- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Holbrook Primary School in line with Keeping Children Safe in Education (September 2019) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Holbrook Primary School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- [Keeping Children Safe in Education \(September 2019\)*¹](#)
- [Working Together to Safeguard Children \(June 2018\)*](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(May 2019\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (**September 2019**).

2.7 This policy should be read in conjunction with the following policies;

¹ Guidance marked with an asterisk (*) is statutory.

Behaviour policy, Attendance policy, E- Safety policy, Whistleblowing Policy, Staff Code of Conduct and the Staff Handbook.

These policies can be found on the school website.

2.8 Scope

- 2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Holbrook Primary School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.
- 2.8.2 Rather than duplicating content from Keeping Children Safe in Education (**September 2019**) in this policy, it should be understood that Holbrook Primary School will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body

- 3.1.1 The school has a named Governor to take leadership responsibility for safeguarding. This role is carried out by Katie Watts. Part 2 of Keeping Children Safe in Education (**September 2019**) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;
- Ensure that they comply with their duties under legislation;
 - Ensure that policies, procedure and training in Holbrook Primary School are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
 - Ensure that Holbrook Primary School takes into account local authority and **Coventry Safeguarding Children Partnership** policies and supply information as **requested by the three safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority)**;
 - Ensure that Holbrook Primary School has an effective child protection policy, that it is published on Holbrook Primary School website or available by other means and review this annually;
 - Ensure that Holbrook Primary School has a staff behaviour policy or Code of Conduct;
 - Ensure that all staff undergo safeguarding and child protection training on induction;
 - **Ensure that children are taught about safeguarding, including online safety. See paragraph 12 of this policy for further information.**
 - Put in place appropriate safeguarding responses for children who go missing from education;
 - Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
 - Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and

- Respond to allegations of abuse against the headteacher.

3.2 The Role of the Headteacher

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a '**Designated Teacher for Looked-After and Previously Looked-After Children**' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; Daniel Connolly
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- **Ensure that the school works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to child protection plans and to protect children from harm.**
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care have access to Holbrook Primary School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (**September 2019**).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for Holbrook Primary School is Tamara McCarthy

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in Holbrook Primary School
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;

- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (**September 2019**);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Holbrook Primary School
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member of Holbrook Primary School community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Holbrook Primary School and

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (**September 2019**).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Holbrook Primary School

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the

designated safeguarding lead and systems in Holbrook Primary School that support safeguarding and child protection;

- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (**September 2019**) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be

Type of abuse	Information
	abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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.
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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can

Type of abuse	Information
Child sexual exploitation (CSE)	<p>also commit acts of sexual abuse, as can other children.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

4.7 Holbrook Primary School recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Holbrook Primary School believes that a child is at risk of or is the victim of;

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- **child criminal exploitation (including involvement in county lines);**
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- radicalisation;
- relationship abuse;
- **serious violence;**
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- **So-called 'honour-based' violence;**
- trafficking and modern slavery.

² Taken from paragraph 18, **Keeping Children Safe in Education (September 2019)**

4.8 Holbrook Primary School will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2019) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.

4.10 Holbrook Primary School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Holbrook Primary School's Prevent duty.

4.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.13 See Appendix B for further information and guidance on the above issues.³

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Social Care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood

³ Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

or behaviour, concerning use of language and/or concerning drawings or stories.

- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made.

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Holbrook Primary School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the **Coventry Safeguarding Children Partnership's** 'Right Help, Right Time' guidance, which is used by Holbrook Primary School to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.6 See **page 17** for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2019**).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and

teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁴

5.8 Holbrook Primary School understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. **Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.**

5.8.1 All members of staff will be made aware of the school's policy and procedures with regards to peer on peer abuse. The school will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse through annual safeguarding training and regular safeguarding updates.

5.8.2 Holbrook School will work to prevent peer on peer abuse by following the behaviour policy, monitoring card changes and being vigilant.

5.8.3 In the event that an allegation of peer on peer abuse is made, Holbrook School will investigate this in accordance with the Behaviour Policy and where appropriate record in the Bullying and Harassment file.

5.8.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by learning mentors and members of the senior leadership team. If appropriate referrals to Single Point of Entry will be made.

5.8.5 Holbrook Primary School will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

5.8.6 Peer on peer abuse is where; Children abuse other children and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; This should be dealt with in line with the behaviour policy and is considered extreme behaviour.

5.8.7 Holbrook Primary School will adhere to guidance set out in Keeping Children Safe in Education (2019) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

5.8.8 All staff will be made aware that 'upskirting' is a criminal offence.

5.9 Youth Produced Sexual Imagery ('sexting')

5.9.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;

⁴ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 Holbrook Primary School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. Refer to the E-Safety policy on the school website.

5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.9.6 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.7 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.8 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.9 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.10 Serious Violence

5.10.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime.

5.10.2 All staff will be made aware of the risks associated with serious violence, criminal networks and gangs and understand the measures in place to prevent these.

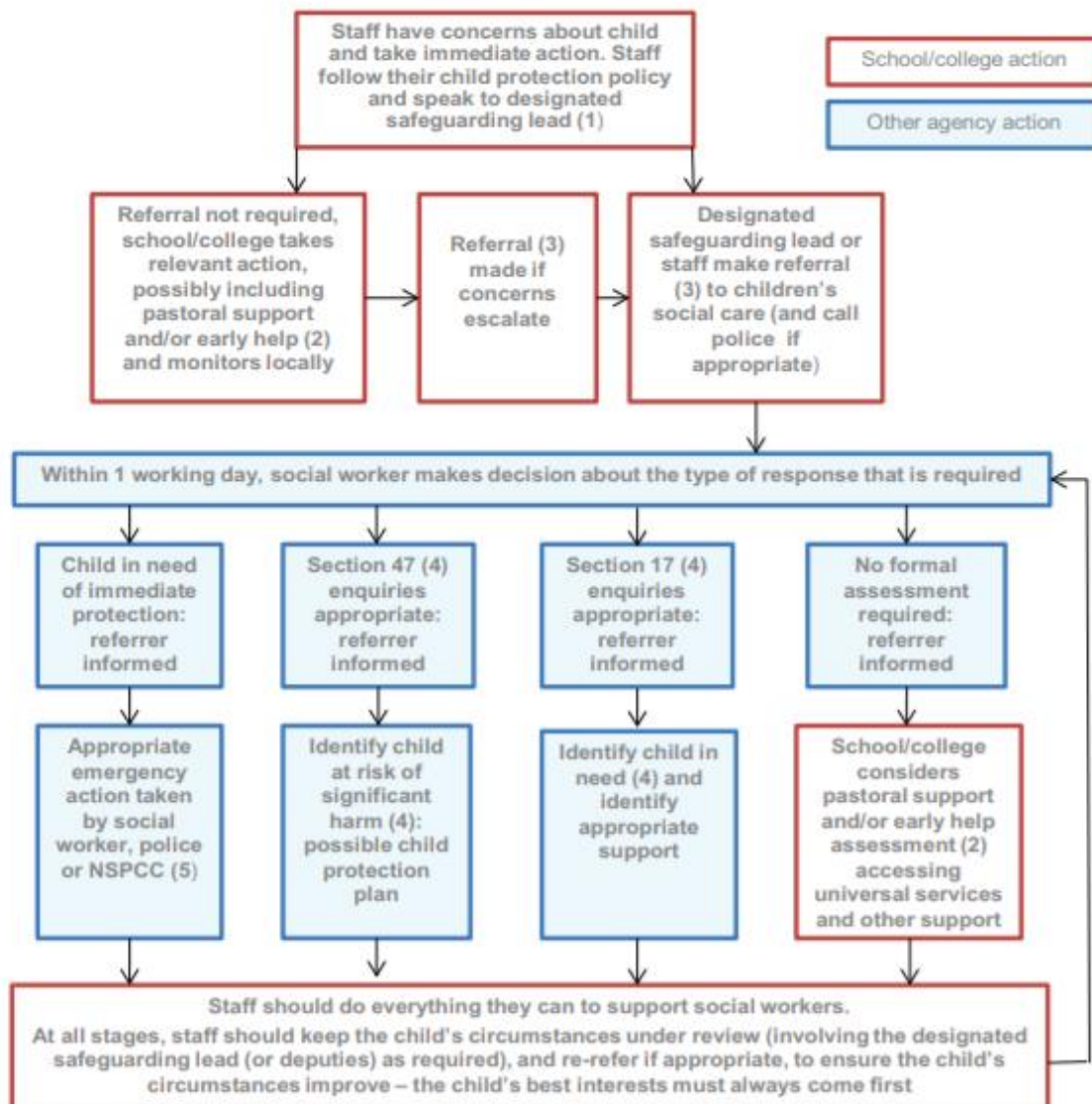
5.10 Searching, Screening and Confiscation

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Holbrook Primary School.

5.10.2 Holbrook Primary School adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.10.3 Please see searching, screening and confiscation policy (should either be a standalone policy, in positive handling or in behaviour policy) for further information.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

5.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

MASH Telephone number: 02476 788 555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.12 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [Coventry Safeguarding Children Partnership's Escalation and Resolution of Professional Disagreements policy](#), to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 Holbrook Primary School keeps all safeguarding files electronically, *using a system called CPOMs*.

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing on a yellow form.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.4 The school will seek at least two emergency contacts for every child.

6.5 All data processed by Holbrook Primary School is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information;

See School GDPR policy on the school website.

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Holbrook Primary School. Consent is gained on admission.

7.2 Parents can withdraw consent at any time and must notify Holbrook Primary School if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

8 Early Help

8.1 Holbrook Primary School is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Holbrook Primary School works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Foleshill Family Hub, 454 Foleshill Road, Coventry, CV6 5LB 02476 785575

8.2 Holbrook Primary School works within the Coventry Safeguarding Children Partnership's '[Right Help, Right Time](#)' framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Holbrook Primary School has committed to training staff throughout the academic year. All staff members will be made aware of Holbrook Primary School's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education **(September 2019)**
- School procedures for Children Missing Education
- The school Behaviour Policy

9.2 Staff at Holbrook Primary School will;

DSL and DDSL

LSCB training, DSL briefings, Safer recruitment, Team Teach, Signs of Safety Training, Early Help.

DSL and Learning Mentors

LSCB training, Team Teach, Signs of Safety Training, Early Help.

All Staff:

Annual Safeguarding training including PREVENT, FGM and CSE, mental health, team teach, Early Help.

Governors:

Annual Safeguarding training including PREVENT, FGM and CSE,

New Staff / Volunteers throughout the year:

Induction training including annual Safeguarding training including PREVENT, FGM and CSE.

9.3 Holbrook Primary School recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancing and 'sexting'⁵. Staff will be trained in these areas in order to be able to further recognise if a child is at risk of harm.

10 Safer Recruitment

10.1 Holbrook Primary School is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Holbrook Primary School reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at Holbrook Primary School comply with Keeping Children Safe in Education (**September 2019**). See Part 3 of Keeping Children Safe in Education (**September 2019**) for further information.

10.8 See Safer Recruitment policy for further details.

11 Allegations of abuse against staff

11.1 Holbrook Primary School takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (**September 2019**) and the **CSCP Guidance, '[Allegations against Staff and Persons in a Position of Trust](#)'**.

⁵ Also known as 'youth produced sexual imagery'.

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Chair of Governors without delay.

11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay.

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. **The details of the LADO can be found of the front of this policy.**

11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.7 If a child has suffered abuse or harm, a MASH referral will also be made.

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Holbrook Primary School in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.9 Whistleblowing

11.9.1 Holbrook Primary School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Holbrook Primary School's safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 Holbrook Primary School recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.1.2 The school will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education and Relationships and Sex Education.

12.1.3 Children at Holbrook Primary School will receive the following as part of our promotion of safeguarding across the curriculum:

PSHE (Jigsaw Scheme) Curriculum including SRE, SMSC, protective behaviours and parent session (E-Safety).

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Holbrook Primary School recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Nicola Kelsall.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 Holbrook Primary School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs

14.1 As outlined in [Keeping Children Safe in Education \(2019\)](#), Holbrook Primary School is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.⁶

14.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary.

All staff are Team Teach trained every two years. Incidents are recorded in a bound book and parents are informed. De-escalation techniques are used in the first instance, including change of face and distraction. The use of reasonable force is only used where a child is at risk of harming themselves, others or property.

⁶ [Keeping Children Safe in Education, September 2019](#)

16 Work Experience

16.1 All work experience volunteers receive induction training with the head teacher which covers safeguarding, professional conduct and expectations. All work experience volunteers read and sign the volunteer policy and are never unsupervised or left working alone with children.

17 Summary

17.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A

The school's safeguarding policy is intended to be used in conjunction with the following policies; **Behaviour policy, Attendance policy, E- Safety policy, Whistleblowing Policy, Staff Code of Conduct and the Staff Handbook.**

The school adheres to **Coventry Safeguarding Children Partnership** Policies, which can be found here: <http://www.proceduresonline.com/covandwarksscb/contents.html>

- [Allegations Against Staff or Persons in a Position of Trust Policy \(CSCP\)](#)
- **Allegations Against Members of Staff**
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- **Attendance Policy including Children Missing in Education Procedures**
- Behaviour Policy
- Children/Young people with Medical Needs
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Educational Visits Policy
- [Escalation and Resolution of Professional Disagreements \(CSCP\)](#)
- E-Safety Policy / Online Safety Policy **(must be a clear policy, either standalone or in this policy about use of mobile technology in school – including children using their own phones – KCSIE page 97. Should also include how children are taught about online safety.**

- Health & Safety Policy
- HR & Governance Policy
- Intimate Care Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE and SRE Policy
- Mental Health Policy
- Safer Recruitment Policy
- SEND Policy
- Single Equality Duty
- Site Security Policy
- Staff Code of Conduct
- Positive Handling Policy

- Volunteers and Visitor Policy **(including external speakers information)**
- Whistleblowing Policy

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2019)**, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

Holbrook Primary School takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their Class teacher, Hub Leader (Assistant Headteacher), Hub Learning Mentor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our PSHE curriculum and school ethos, covered through assemblies and modelled behaviour.

Bullying can take many forms and we have one policy that covers all different aspects of bullying. Please see the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child criminal exploitation (including involvement in county lines)

Domestic abuse – *Include Operation Encompass*

Fabricated or induced illness

Faith-based abuse

Female genital mutilation (A form of so-called 'honour-based' violence)

Forced marriage (A form of so-called 'honour-based violence')

Gangs or youth violence

Gender-based violence

Hate

Homelessness

(So-called) 'Honour-based' violence (For FGM and Forced Marriage, types of so-called 'honour-based' violence, see above)

Radicalisation and Extremism – Staff received PREVENT training (September 2018) and understand the various forms of extremism. Staff are aware of CHANNEL and if they had concerns of extremist behaviour they would report to the DSL or DDSL through an

accurate and written account recorded on a yellow form to allow the DSL or DDSL to make a referral if appropriate. This is updated annually through the Safeguarding level one training for all staff.

Relationship abuse

Serious Violence

Sexual violence or sexual harassment (including peer-on-peer abuse)

Sexting

Trafficking and modern slavery

Children missing from education, home or care

The school will also take action to protect;

- Children missing education
- Children missing from home or care

Children Missing Education

Holbrook Primary School has an attendance policy that clearly states procedures to follow when a child is missing from education. This is in line with the Local Authority guidance and statutory guidance. This can be located in the school website but in summary, where reasons for absence have not been given to school, attempts are made to contact the parent initially, home visits are made and concerns to the LA will be made. If no contact has been made, a child missing from education form is completed after 20 days.

Children Missing from home or care

The Attendance policy procedures will be followed and families supported appropriately with agencies being alerted as appropriate.

Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days at a maximum, considering each situation on an individual basis.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

