Child Protection and Safeguarding Policy
March 2019

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Reviewed by: Safeguarding Leads - Mr D Taylor, Mrs N Ward & Mrs M Reeve
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Designated Safeguarding Lead:
Mr D Taylor - Head teacher
Mrs N Ward - Deputy Head teacher

Deputy Designated Safeguarding Lead:
Mrs B Law - Deputy Head teacher
Mrs M Reeve - Children and Family Support Manager

Named Governor for Safeguarding:
Ms H Shortt (Chair of Governors)
Chair of Governors:
Ms H Shortt

Local Authority designated officer:
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Designated Lead for Looked After and Previously Looked-After Children: Mrs N Ward-Deputy head teacher
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1. Definitions

'Safeguarding' is defined in Keeping Children Safe in Education (2018) 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.

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

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

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

'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 Alderman’s Green Community Primary School

2. Introduction

Here at Alderman’s Green Community Primary School 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.

The purpose of this policy is to:

- Promote safeguarding and child protection and to demonstrate Alderman’s Green Community Primary School 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 Governors with clear information relating to Alderman’s Green Community Primary School 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.

Alderman's Green Community Primary School is committed 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

The safeguarding aims of Alderman’s Green Community Primary School, in line with Keeping Children Safe in Education (September 2018) 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 Alderman’s Green Community 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.
Personal, Social and Health Education, Sex and Relationships Education and safeguarding and child protection issues will be addressed through the curriculum as appropriate. For Anti-Bullying the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.

This policy adheres to the following documents:

- Keeping Children Safe in Education (September 2018)*
- Working Together to Safeguard Children (June 2018)*
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

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 2018).

This policy should be read in conjunction with the following policies:

This safeguarding and child protection policy has obvious links with the wider safeguarding agenda such as:

- Equality policy
- Educational visits and learning outside of the classroom
- External visitors policy
- No platform for extremism and Radicalisation policy
- Safer recruitment policy
- Social media policy
- SRE Policy
- Supporting children with medical conditions
- Staff and parent codes of conduct
- Transgender pupils policy
- Use of CPOMS to record safeguarding concerns incidents
- Behaviour policy and school rules, visions and ethos
- Data protection and confidentiality (GDPR)
- Positive Handling
- Complaints and Allegations against members of staff
- Online safety including staff and visitor acceptable use of personal devices, sexting and online bullying
- Whistle blowing and serious misconduct policy.
- Critical incident policy

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1 Guidance marked with an asterisk (*) is statutory.
• Weapons in school
• Lock down procedures
• Peer on peer abuse
• Health and Safety

In drawing up this policy the school has referred to the procedures of the Coventry Local Safeguarding Children Board (CSCB).

2.8 Scope

This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, and volunteers working in or on behalf of Alderman’s Green Community Primary School. All references in this document to ‘staff’ or ‘members of staff’ should be interpreted as relating to the aforementioned unless otherwise stated.

Rather than duplicating content from Keeping Children Safe in Education (September 2018) in this policy, it should be understood that Alderman’s Green Community 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

• The school has a Governing Body to take leadership responsibility for safeguarding. This role is carried out by Ms H Shortt. Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing body. 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 Alderman’s Green Community 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 takes into account local authority and Coventry Local Safeguarding Children’s Board policies and supply information as requested by the CLSCB;
  • Ensure that Alderman’s Green Community Primary School has an effective child protection policy, that it is published on Alderman’s Green Community Primary School website or available by other means and review this annually;
  • Ensure that Alderman’s Green Community Primary School has a staff Code of Conduct and Social Media Acceptable use policy;
  • Ensure that all staff undergo safeguarding and child protection training on induction;
• 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 head teacher.

3.2 The Role of the Head teacher

The head teacher 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 Children' to promote the educational achievement of children looked after;
• Appoint a lead for online safety; The DSL's are responsible for this.
• 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;
• Safeguard children's wellbeing and maintain public school in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
• Ensure that children's social care have access to Alderman’s Green Community 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 2018).

3.3 The Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is Mr D Taylor and Mrs N Ward. The Designated Safeguarding Lead will;
• Take overall lead responsibility for safeguarding and child protection in Alderman's Green Community 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 2018);
• 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 Alderman's Green Community 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 Alderman's Green Community 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 Alderman's Green Community Primary School; and
• Liaise with the head teacher regarding safeguarding cases and issues.
Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2018).

3.4 The Role & Responsibilities of all Staff within School

All 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 Alderman's Green Community Primary School have a responsibility to provide a safe environment, where children can learn;

All staff should know what to do if a child tells them that he/she is being abused or neglected;

All staff will be able to identify indicators of abuse;

All staff 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
- Systems in Alderman's Green Community Primary School that support safeguarding and child protection;
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2018) 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 (though 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 school in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4 Types of abuse
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, 2015)

<table>
<thead>
<tr>
<th>Type of abuse</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>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 abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.</td>
</tr>
<tr>
<td>Physical abuse</td>
<td>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.</td>
</tr>
<tr>
<td>Emotional abuse</td>
<td>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</td>
</tr>
<tr>
<td>Type of abuse</td>
<td>Information</td>
</tr>
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<tr>
<td>Information 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.</td>
<td></td>
</tr>
<tr>
<td>Sexual abuse</td>
<td>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. The sexual abuse of children by other children is a specific safeguarding issue in education.</td>
</tr>
<tr>
<td>Child sexual exploitation (CSE)</td>
<td>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.</td>
</tr>
<tr>
<td>Neglect</td>
<td>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.</td>
</tr>
</tbody>
</table>
4.3 Indicators of abuse can be found in Appendix B.

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.

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.

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

Alderman's Green Community 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 Alderman's Green Community Primary School believes that a child is at risk of or is the victim of:

² Taken from paragraph 18, Keeping Children Safe in Education (September 2018)
• physical abuse;
• sexual abuse;
• child sexual exploitation;
• emotional abuse;
• neglect;
• bullying, including cyber- or online-bullying;
• 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;
• honour-based violence;
• radicalisation;
• relationship abuse;
• sexual violence or sexual harassment (including peer on peer abuse);
• sexting;
• trafficking and modern slavery.
• Violent crime (including knife crime)

Alderman’s Green Community Primary School will also take action to protect:

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

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 (2018) 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.

Alderman’s Green Community Primary School have a duty to refer any children who are living in a private fostering arrangement to the local authority.
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 Alderman's Green Community Primary School Prevent duty.

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

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

5 Responding to signs of abuse

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.

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.

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 indicated that they have been harmed or are at risk of harm, including unusual changes in mood 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;

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;

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.
• 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.

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 Alderman’s Green Community 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.

For further information about the Coventry Safeguarding Children Board’s ‘Right Help, Right Time’ guidance, which is used by Alderman’s Green Community Primary School to make decisions about protecting children, please visit [http://www.coventry.gov.uk/righthelprighttime](http://www.coventry.gov.uk/righthelprighttime).

See page 20 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

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.\textsuperscript{4}

Alderman’s Green Community 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 and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

- Alderman’s Green Community Primary School will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by up to date regular safeguarding training
- Alderman’s Green Community Primary School \textit{will work to prevent peer on peer abuse by}: ensuring all students receive regular advice on how to keep themselves safe, both in face to face communications and also when using social media or web based communication, as part of the normal school curriculum with specific focus on healthy relationships, PHSE/ Citizenship, Online safety and Anti-bullying policies.
- In the event that an allegation of peer on peer abuse is made, Alderman’s Green Community Primary School will investigate this.
- Any student found to be the perpetrator of such abuse will be supported to learn how to address their inappropriate behaviours. Their parents will be spoken to and, if necessary, a member from the Community Police Team will be asked to speak to the student. Referrals will be made to specialist external support services, including Children’s Services, if required. Dependent upon the nature of the allegation made against the student, a risk assessment may be undertaken to ensure there is no risk to other students in the school.
- Alderman’s Green Community Primary School will never pass off peer on peer abuse as ‘banter’ or ‘part of growing up’.
- Alderman’s Green Community Primary School will adhere to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.
- Peer on peer abuse can manifest itself in many ways. Different gender issues can be prevalent when dealing with peer on peer abuse for example, girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Sexting refers to the sharing of sexual imagery by young people.

\textsuperscript{4} *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015
Youth Produced Sexual Imagery ('sexting')

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

- 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 boy being subject to initiation/hazing type violence. Sexting refers to the sharing of sexual imagery by young people.
- Any student found to be the perpetrator of such abuse will be supported to learn how to address their inappropriate behaviours. Their parents will be spoken to and, if necessary, a member from the Community Police Team will be asked to speak to the student. Referrals will be made to specialist external support services, including Children's Services, if required. Dependent upon the nature of the allegation made against the student, a risk assessment may be undertaken to ensure there is no risk to other students in the school.
- Normal school sanctions will be applied to students found to have breached the Alderman's Green Community Primary School Behaviour Policy. Whilst Alderman's Green Community Primary School is not seeking to criminalise students, if a criminal offence is thought to have been committed we will refer the matter to the police as required under Keeping Children Safe in Education guidelines.
- Alderman's Green Community Primary School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. Curriculum links with specific focus on healthy relationships, PHSE/ Citizenship, Online safety and Anti-bullying policies.
- Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.
- 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; 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.
  - 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.
- Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

We will work with parents as necessary if their child is involved in ‘sexting’.

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.

**Searching, Screening and Confiscation**

Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Alderman’s Green Community Primary School.

Alderman’s Green Community Primary School adheres to 'Searching, Screening and Confiscation: Advice for Schools (May 2018).

Please see policy for searching, screening and confiscation.
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](http://www.coventry.gov.uk/safeguardingchildren)

**Out of hours Emergency Duty Team:** 02476 832 222
Prevent/Channel Referrals: Refer to MASH and to CTU_GATEWAY@west-midlands.pnn.police.uk

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 LSCB’s Escalation Policy to ensure that our concerns have been addressed and that the situation improves for the child.

6. Record-keeping
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.

Alderman’s Green Community Primary School keeps all safeguarding files electronically, using a system called CPOMs.

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.

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.

The school will seek at least two emergency contacts for every child and requests parents update details throughout the year when contact details change.

All data processed by Alderman’s Green Community Primary School is done so in line with the General Data Protection Guidelines.

7. Photography and Images

- Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Alderman’s Green Community Primary School.
- Parents can withdraw consent at any time and must notify Alderman’s Green Community Primary School if they do not wish their child’s photographs to be used.
- Photographs of children used publicly will not be displayed with their name or other personal information.
• Photographs of children will be processed in line with the General Data Protection Regulation.

7.1 Photographing Children

We understand that parents like to take photos of or video record their children in school plays, or at sports day, or school presentations. This is a normal part of family life and we will not discourage parents from celebrating their child's successes. However, we will not allow others to photograph or film pupils during a school activity without the parents' permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at a school function.

Alderman's Green Community Primary School operates a zero tolerance policy of any member of staff employed within Alderman's Green Community primary School photographing any pupil/ student on their own personal devices. Any such photographs are to be taken on official Alderman's Green Community Primary School cameras or devices.

CCTV is used within Alderman's Green Community primary School to enhance the safety and security of pupils/ students, staff and visitors. CCTV footage will not be shared with any outside agencies unless it is required as evidence resulting from investigations relating to possible criminal offences.

8. Early Help

Alderman's Green Community 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. Alderman's Green Community Primary School works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

• The Moat Family Hub
  Deedmore Road
  Wood End
  CV2 1EQ
8.2 Alderman's Green Community Primary School works within the LSCB 'Right Help, Right Time' framework, available on the LSCB website.

9. Staff training

In order for staff to be able to understand and discharge their safeguarding and child protection duties, Alderman’s Green Community Primary School has committed to training staff throughout the academic year. All staff members will be made aware of Alderman’s Green Community Primary School 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 2018)
- School procedures for Children Missing Education
- The school Behaviour Policy

Staff at Alderman's Green Community Primary School will complete:

- DSL training (for SLT & CP staff)
- PREVENT preventing radicalisation training /Online Radicalisation
- Channel Panel
- Safer Recruitment training (SLT)
- Educational visits co-ordinator training
- Social media training
- School emergency procedures
- Positive handling/Team teach
- Bullying (including cyber bullying) awareness training
- Children missing from education awareness
- Child missing from home or care awareness
- Child protection training
- Peer to peer abuse awareness
- Child Sexual Exploitation
- Human trafficking awareness
- County lines drugs gangs
• Private fostering
• Working with hard to engage families
• Cannabis and parenting
• Informing parents of safeguarding concerns
• The effects of Parental Drinking on Children
• Drugs awareness training
• Fabricated or induced illness training
• Female Genital Mutilation
• Forced Marriage awareness training
• Gangs and knife crime
• Initiation/hazing type violence and rituals
• Gender based violence /violence against women and children (VAWG) awareness training
• Hate awareness training
• Mental health awareness training
• Missing children and adults training awareness training
• The Toxic Trio
• Sexting awareness (also known as youth produced sexual imagery)
• Domestic Violence awareness training
• Coercive Control
• Clare’s Law
• Voice of the child
• Safeguarding SEND children
• Adverse Childhood experiences (ACES)
• Neglect
• Protective behaviour /NSPCC pants rule
• Educational Neglect
• Bruises on Children
• Child sexual abuse
• Honour Based Violence/abuse
• Channel Panel
• DSL briefings
• Safeguarding E-bulletins
• Volunteers safeguarding training
• Governor training
• Homelessness
• Children and the court system
• Young carer awareness
• Right help right time
• Children with family members in prison
• Children facing court procedures or in the court system
Alderman’s Green Community Primary School recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and ‘sexting’\(^5\). Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

**10. Safer Recruitment**

Alderman’s Green Community 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).

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

All new members of staff will be required to obtain DBS clearance. Alderman’s Green Community 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.

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

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

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

All safer recruitment practices at Alderman’s Green Community Primary School comply with Keeping Children Safe in Education (September 2018). See Part 3 of Keeping Children Safe in Education (September 2018) for further information.

\(^5\) Also known as ‘youth produced sexual imagery’.
• See Safer Recruitment policy for further details.

11. Allegations of abuse against staff

Alderman's Green Community 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 2018) and the LSCB Guidance, 'Managing Allegations against Staff and Persons in a Position of School'.

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

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.

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.

The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Angie Bishop and contact details can be found of the front of this policy.

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

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

In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Alderman’s Green Community Primary School in managing the allegation.

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.

12. Whistleblowing

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

The senior leadership team will take all concerns seriously.

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.
13. Promoting safeguarding and welfare in the curriculum

Alderman’s Green Community 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.

Children at Alderman’s Green Community Primary School will receive the following as part of our promotion of safeguarding across the curriculum:

- Protective Behaviour scheme
- School nurse supporting health related curriculum
- Jigsaw program delivered (PHSE)
- Jigsaw themed activities across the whole of school
- Jigsaw assemblies
- NSPCC links
- PE- Cycle Proficiency training (KS2) and sports awards etc
- Local community representatives to support the curriculum such as Community Police, Fire safety etc
- Safety on the playground - introduction to safe play. TA’s on the playground for breaks and lunchtimes
- Intervention groups for PHSE, Literacy and Maths
- 1-1 meetings during intake period in Reception
- Induction of Reception and year 1 children regarding movement around the building
- Road safety walks (reception)
- Hygiene safety ‘Hand washing’ themes and introductions to school
- Transition work
- Care Plans
- Vulnerable pupil lists
- Monitoring for first aid kits
- After school clubs
- Individual case studies
- Anti-bullying week
- Safer Internet day

14. Children Looked After

The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Alderman’s Green Community Primary School recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Mrs N Ward

Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.
The school will work with Personal Advisors when children leave care (where applicable).

Alderman's Green Community Primary School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

15. Children with Special Educational Needs
As outlined in Keeping Children Safe in Education (2018), Alderman’s Green Community 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

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

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.

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

16. Use of reasonable force
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.

Definition of Reasonable Force:
The Education (NI) Order 1998 (part II Article 4 (1)) states:

“A member of the staff may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence;
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or

⁶ Keeping Children Safe in Education, September 2018
Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”

Based on this legal framework, the working definition of “Reasonable Force” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned. Any force used must be necessary, proportionate and reasonable.

Team Teach
The use of Reasonable Force should involve a calm and measured approach at all times appropriate to the particular pupil and these agreed strategies and procedures can be used:

- Tell the pupil to stop the inappropriate behaviour,
- Ask the pupil to behave appropriately, clearly stating the desired behaviour,
- Tell the pupil that physical intervention will take place if inappropriate behaviour continues,
- During the incident repeatedly reassure the pupil and tell him/her that physical contact will stop as soon as he/she is ready to behave appropriately,
- If the teacher, classroom assistant or supervisory assistant feels at risk then they must send for the nearest staff support.

The forms of Reasonable Force the school will use will depend on the individual circumstances and include:

- Separating pupils who are fighting, or who are about to fight,
- Blocking a pupil’s path,
- Use of ‘caring C’s’ to guide a child,
- Holding using a T-Wrap Team Teach technique: This hold is a single person hold designed for children where the arms are held down, crossing below the belly button and the hands held against the child’s hips. The arms are NOT held across the chest. A second member of staff is able to monitor the airways breathing and circulation of the child,
- Breakaway techniques (e.g. when a member of staff is grabbed by a pupil),
- Leading a pupil by the arm using a Double Elbow Team Teach technique: This is aimed to move children from a place of danger quickly and effectively. Two people are required for this move with an additional one person to clear the area, open doors and monitor the situation. One adult is on one side of the child while another is on the other side. Two hands are held to hold the child’s elbow, when their arm is at a right angle, by their side. The adults should stand close to the child to support their body as they lift the child by their bent arm/elbow.

Only staff who have been trained will use Team Teach techniques which are safe, comfortable and reassuring for children. The holds used will ensure that children are
not hurt or bruised. However, on some occasions, there may be some marks left on the skin if a child is difficult to restrain.

De-escalation techniques:
These techniques are recommended and are part of the Team Teach training and should be used in order to calm a child down before Reasonable Force is considered. Not all are appropriate for every child or situation and should be specified on the child's positive handling plan. They are (as taken from Bound and Numbered Book):

- Humour,
- Verbal advice and support,
- Firm and clear instructions,
- Negotiation,
- Limited choices,
- Distraction,
- Diversion,
- Reassurance,
- Planned ignore,
- Contingent touch,
- Calm talking,
- Calm stance,
- Patience,
- Withdrawal offered,
- Withdrawal directed,
- Swapping an adult,
- Reminders about consequences,
- Success reminders.

Please read our Positive Handling Policy

17. Work Experience

Alderman’s Green Community Primary School does not provide work experience for children in its care. The school does however, support local secondary and colleges in providing work experience for their pupils.

The school has a duty to protect any child under the age of 16 and who is undertaking work experience at Alderman’s Green Community Primary School from harm. Therefore any child or young person, who is 16 and under and who visits one of our academies to embark on work experience with the school come under this safeguarding and child protection policy.
In a case where an individual is 16 years of age or over the Head Teacher will consider whether a DBS enhanced check should be requested for the individual in question. DBS checks will not be requested for children under the age of 16.

18. Contracted Services

Where the Governors contracts its services to outside providers, eg School Sport Coaching providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the School on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

19. Before and After School Activities

Where the Governors transfer control of use of school premises to bodies (such as sports clubs) to provide out of school hours' activities, the Governors will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

20. Children who go missing from Education

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation CSE, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil / student goes missing for an extended period, or on repeat occasions.

The school must notify the local authority of any pupil/student who fails to attend school regularly, after making reasonable enquiries or has been absent without the school's permission for a continuous period of 5 days or more. The school (regardless of designation) must also notify the local authority of any pupil/student who is to be deleted from the admission register because s/he -

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age.
age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our School will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered ‘missing’.

21. Safeguarding Pupils/Students who are Vulnerable to Radicalisation

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

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

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Alderman's Green Community Primary school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school’s safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

Alderman's Green Community Primary school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those
linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

**Risk reduction**
The Directors, Governors, Chief Executive Officer, the Heads of School, the Strategic Safeguarding Lead and the Designated Safeguarding Leads will assess the level of risk within the schools and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

**Response**
With effect from 1st July 2015 all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people.

*More information on these factors is in Appendix 4.*

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) within each School who will be the lead for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead in each school. The SPOC is Mr D Taylor the responsibilities of the SPOC are described in Appendix 5.

Staff of Alderman's Green Community Primary School will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

Alderman's Green Community Primary School will regularly monitor online activity within the school to ensure that Inappropriate sites are not accessed by pupils or staff.
When any member of staff has concerns that a pupil/student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC, and to the Designated Safeguarding Lead if this is not the same person.

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

**Channel**

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s participation in the programme is entirely voluntary at all stages.

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

All staff within Alderman’s Green Community primary School to attend the Home Office endorsed Workshop to Raise Awareness of Prevent (WRAP) delivered by the Strategic Safeguarding Lead or other Home Office accredited and approved WRAP trainers.

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).
22. Safeguarding Pupils who are vulnerable to Exploitation, Forced marriage, Female genital mutilation or Trafficking

Our safeguarding policy above and our values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum. They will seek and get advice from Designated Safeguarding Lead or Deputy Safeguarding Lead and support will be offered in the execution of their duties.

Our school work with and engage our families and communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

23. Reporting of Female Genital Mutilation

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

When a teacher at Alderman’s Green Community Primary School has reasons to suspect that an act of FGM has been carried out on a pupil / student, s/he will discuss the situation with the Designated Safeguarding Lead, who may consult children’s social care before a decision is made as to whether the mandatory reporting duty applies.

24. Summary

Alderman’s Green Community Primary 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: This safeguarding and child protection policy has obvious links with the wider safeguarding agenda such as

- Allegations against members of staff
- Anti Bullying; the schools will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home
- Anti-Discrimination and Harassment Policy
- Behaviour policy and school rules, visions and ethos
- Complaints policy
- Critical Incident Plan
- CSCB Escalation and Resolution of professional disagreements
- Data protection and confidentiality
- Educational visits and learning outside of the classroom
- Equality policy
- External visitors policy
- Health and Safety Policy
- HR & Governance Policy
- Intimate Care Policy
- IT Policy
- Medicine & First Aid Policy
- No platform for extremism and Radicalisation policy
- Online safety including staff and visitor acceptable use of personal devices, sexting and online bullying
- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate
- Positive handling
- Safer recruitment policy
- SEND Policy
- Social media policy
- Site Security Policy
- SRE Policy includes Self-harm/Mental Health
- Staff code of conduct
- Supporting children with medical conditions
- Teaching, Learning and Curriculum policies
- Transgender pupils policy
- Use of CPOMS to record and respond to safeguarding concerns incidents
- Whistle blowing and serious misconduct 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 2018, 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

The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any schooled member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. See link to curriculum here:

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Criminal exploitation (including involvement in county lines)

Domestic abuse –

The school takes part in a project that will run jointly between schools and West Midlands Police.

Operation Encompass is the reporting to schools, prior to 9am on the next school day, when a child or young person has exposed to, or involved in, any domestic incident.

Operation Encompass will ensure that a member of the school staff, known as a Key Adult, is trained to allow them to liaise with the police and to use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

We are keen to offer the best support possible to all our pupils and we believe this will be extremely beneficial for all those involved.

Fabricated or induced illness

Faith-based abuse
Female genital mutilation
Forced marriage
Gangs or youth violence
Gender-based violence
Hate
Homelessness
(So-called) 'Honour-based' violence

Radicalisation and Extremism – Include detail around Prevent Duty, refer to paragraph in main body of policy and outline procedure when there is a concern around Prevent. Include that referrals to Channel will be made where this is a concern.

Relationship abuse
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

See Children Missing in Education Policy

Children Missing Education
Children Missing from home or care
See Children Missing from home or care Policy

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 caregivers for more than 28 days.
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.
APPENDIX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:
   - Identity Crisis - the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis - the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
• Personal Circumstances - migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
• Unmet Aspirations - the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
• Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
• Special Educational Need - students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

• Being in contact with extremist recruiters;
• Family members convicted of a terrorism act or subject to a Channel intervention;
• Accessing violent extremist websites, especially those with a social networking element;
• Possessing or accessing violent extremist literature;
• Using extremist narratives and a global ideology to explain personal disadvantage;
• Justifying the use of violence to solve societal issues;
• Joining or seeking to join extremist organisations; and
• Significant changes to appearance and / or behaviour;
• Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
APPENDIX 5

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children’s social care without delay, the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.