



## Westbourne Primary School Safeguarding Policy

### Aims.

**“Working together, we can support the pupils of Westbourne in taking their first steps on the road to becoming confident and successful citizens.” (Vision)**

Westbourne Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil inside and outside the school premises. We recognise that all staff including volunteers have a full and active part to play in protecting our pupils from harm. All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. This policy sets out a clear and consistent framework for delivering this promise in line with safeguarding legislation and statutory guidance.

The aims of this policy are:

- To establish a safe environment which will support a child’s development in ways that will foster security, confidence, learning and independence.
- To ensure that members of the governing body, the head teacher and staff members understand their responsibilities under safeguarding procedure and statutory guidance and be alert to the signs of child abuse and refer concerns to the designated safeguarding lead.
- To develop a structured procedure in school that will be followed by all members of staff in cases of suspected abuse, be it emotional, physical, FGM or radicalisation.
- To integrate into the curriculum issues about safety and safeguarding so that pupils have a strong understanding of how to keep themselves safe.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff and outside agencies.
- To develop and promote effective working relationships with other agencies especially the police and social services.
- To ensure that all adults who have access to children have been checked as to their suitability and only undertake their role when all appropriate checks are shown to be satisfactorily completed.
- To identify and make provision for any child that has been subject to abuse in accordance with their Safeguarding plan.
- To ensure that all children know there are adults in school whom they can approach and talk to openly if they are worried.

### Definition of safeguarding .

The 2015 ‘Keeping children safe in education’ Legislation defines safeguarding 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. “

### **Legal Framework.**

This policy will have consideration for and be in compliance with the following legislation and statutory guidance:

- Education Act 2011
- Education (Health standards) (England) Regulation 2003.
- Children’s Act 2004
- Children and Families Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Education (Pupil Referral Units) (Application of enactment) (England) Regulations 2007.
- School Staffing (England) Regulations 2009.
- Equality Act 2010
- Protection of Freedoms Act 2012
- Working Together to Safeguard Children 2015.
- Keeping Children Safe in Education July 2015.
- The Human Rights Act 1998
- Female Genital Mutilation Act 2003
- The Children(Private arrangements for Fostering) Regulations 2005

### **Procedures.**

Our school procedures for safeguarding children are in line with Keeping Children Safe in Education 2014 and they operate in accordance with local procedures agreed through Bradford Safeguarding Children Board.

The school will ensure

- That all members of the governing body understand and fulfil responsibilities.
- We have **2** nominated named persons for safeguarding : Head Teacher, Inclusion Manager.
- All members of staff have read and signed to say that they have understood section 1 of Keeping Children Safe in Education 2015.
- All members of staff receive training in safeguarding to develop their understanding of all issues in regard to safeguarding .
- All members of staff, volunteers and governors know how to respond to a pupil who makes a disclosure about abuse.
- All parents/carers are made aware of the school responsibility towards Safeguarding through publication of the Safeguarding Policy on the school website.
- The selection and recruitment of staff includes the relevant checks for their suitability and school holds a central record of checks that have been carried out.

- Policy and procedures will be reviewed and updated on an annual basis.
- All members of staff will be given a copy of our Safeguarding Policy and a leaflet on procedures, signs and how to handle disclosures.

### **Roles and responsibilities.**

At Westbourne Primary School we recognise that all adults working with, or on behalf of children have a responsibility to protect them. There are, however, key people within schools, and the Local Authority who have specific responsibilities under Safeguarding procedures:

The governing body has a duty to:

- Ensure that the school complies with its duties under the above Safeguarding and safeguarding legislation.
- Ensure that the policies, procedures and training in the school are effective and comply with the law at all times.
- Ensure that the school's Safeguarding arrangements take into account the procedures and practices of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board(LSCB)
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of Safeguarding and in the event of allegations of abuse made against the head teacher or other governor.
- Ensure that there is an effective Safeguarding Policy in place together with a Staff Behaviour Policy/Code of Conduct.
- Appoint a member of staff from the school leadership team to the role of designated safeguarding lead as an explicit part of the role-holder's job description. There should always be cover for the designated safeguarding lead.
- Consider how children may be taught about safeguarding, including online and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff of volunteers.
- Ensure that there are procedures in place to handle allegations against other children.
- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their view and give feedback.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and to ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect. Including sexual abuse, exposure to extremist views or exploitation and prevent the risks of their disappearance in future.

- Ensure that the school meets the statutory duties with regard to preventing radicalisation.
- Ensure that there is a nominated safeguarding governor who will liaise with the head teacher and other staff about issues to do with protecting pupils from radicalisation

The head teacher has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Ensure, in consultation with the named persons, that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Ensure there are 2 named persons for safeguarding within the school who have received appropriate training.
- Ensure that staff are aware of the whistleblowing protocol and understand that they must voice their concern of any individual working practices that are deemed unsafe or unprofessional.
- Develop effective working partnership with relevant agencies and co-operate as required in regard to safeguarding children matters, including attendance at Safeguarding conferences and other relevant meetings.
- Ensure the provision of appropriate reports for safeguarding meetings.
- Ensure all information and records are kept confidentially and securely.
- Ensure recruitment and vetting procedures are followed in all appointments of staff including those working in a voluntary capacity.
- Ensure that site security is in place with all visitors required to identify themselves, sign in and sign out when leaving the building.
- Ensure that all members of staff receive yearly safeguarding training including staff members who join mid-year.
- Ensure that all members of staff and governors have an understanding of the PREVENT procedures and know how to respond if they have a concern.
- Ensure that the school and its staff respond to preventing radicalisation on a day to day basis.
- Ensure that the school curriculum addresses issues involved in radicalisation.
- Ensure that staff conduct is consistent with preventing radicalisation.

The named person for child protection will co-ordinate action within the school and liaise with social care and other agencies in respect of suspected child abuse.

The named person has a duty to:

- Adhere to and follow procedures outlined in the Local Safeguarding Children's Board procedures and understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a Safeguarding case conference and a Safeguarding review conference and be able to attend and contribute effectively when required to do so.
- Help identify signs and symptoms of abuse.
- Ensure all staff receive Safeguarding awareness raising training at least annually, to help them recognise and identify signs of abuse, including those who join the staff mid-year.

- Act as a source of support, advice and expertise to staff members on matters of safeguarding and when deciding whether to make a referral by liaising with other agencies.
- Liaise with the head teacher to inform her of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- Ensure each member of staff has access to and understands the school's Safeguarding policy and procedures, especially new and part time staff.
- Be alert to the specific needs of vulnerable children including those with special education needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals and securely manage Safeguarding files, compiling reports, recording and sharing information appropriately.
- Obtain access to resources and attend relevant training courses.
- Encourage among all staff members a culture of listening to children and taking account of their wishes and feelings in any measures the school may put in place to protect them.
- Link with the local LSCB to make sure that staff members are aware of training opportunities available and the latest local policies on safeguarding.
- Develop good working relationships/links with social care, the children protection officer for education and other relevant professionals.
- Ensure that the pupils' Safeguarding information is passed on when transferring to a new school.
- Ensure that staff understand the issues of radicalisation, they are able to recognise the signs of vulnerability or radicalisation and how to refer their concerns.
- Make referrals to appropriate agencies with regard to concerns about radicalisation.
- Liaise with partner professionals as appropriate including the Local Authority and police.

All staff both teaching and support will report any concerns that they have about a child's safety to the named person/s for Safeguarding. It is the duty of staff to understanding the issues of radicalisation, so that they are able to recognise signs of vulnerability and know how to refer their concerns.

Staff members have a duty to:

- Safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn, identify children who may be in need of extra help, or who are suffering or are likely to suffer significant harm.
- Take appropriate action, working with other services as required, to support social workers to make decisions about individual children in collaboration with the designated safeguarding lead.
- Report any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Report any explanation given which appears inconsistent or suspicious.
- Report any behaviours which give rise to suspicions that a child may have discovered harm (worrying drawings or play).
- Report any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment.
- Report any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Report any significant changes in a child's presentation, including non-attendance.
- Report any hint or disclosure of abuse from any person.
- Report any concerns regarding person/s who may pose a risk to children (e.g. living in a household with children present).

## **Supporting children.**

We recognise that a child who is abused or has witnessed violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

**Agreed by Governing Body: April 14<sup>th</sup> 2016**

**Reviewed annually**

### **Related documents:**

Single Central Record

Behaviour Policy

Inclusion Policy

SEND Policy

Supporting Children with medical Conditions Policy

Equalities Policy

## **Appendix: Guidance to support the Westbourne Primary School Safeguarding Policy**

We understand that there are groups of children who, for a variety of reasons, may be vulnerable. Their vulnerability may be for one of the following reasons, *although this list is not exhaustive*.

### **Looked After Children**

The most common reason for a child to be looked after is as a result of abuse or neglect. A member of staff must be appointed as Designated Teacher for Looked After Children. This is currently the Inclusion Manager.

### **Privately Fostered Children**

Privately fostered children are cared for by someone other than a parent or close relative for more than 28 days. A safeguarding referral will need to be made if it is apparent that the local authority has not been notified or if there are doubts about whether the carers are actually the parents and there is evidence to support these doubts, including concerns about the child's welfare.

### **Trafficked and Exploited Children**

A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation-domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes. Recognition of trafficked and exploited children will normally rely on a combination of signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of deportation, be in possession of false papers, being cared for by an adult who is not their parent, present with a history of missing links and unexplained moves. A referral would be necessary where there are suspicions that a child has been trafficked.

### **Forced Marriage/Honour Violence/Killings**

A 'forced' marriage is distinct from a consensual arranged marriage because it is without the valid consent of both parties and where duress is a factor. A child forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the child themselves, the child's peer group, a relative, a member of the local community or another professional. Forced marriage may become apparent when other family issues are addressed-domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing/runaway child. Forced marriage may involve a child being taken out of the country for the ceremony, is likely to involve non-consensual/under age sex and refusal to go through with a forced marriage has, in extreme circumstances, been linked with 'honour killings. Honour based violence is a fundamental abuse of Human Rights. The actions associated with the preservation of 'honour' include violent crimes predominantly but not exclusively against women. They can include assault, imprisonment and murder. The victim is being punished for allegedly undermining what a family or community believes is the correct code of behaviour. Refusal to follow the code of behaviour is seen as a transgression bringing shame or dishonour to the family or community. Suspicions of forced marriage or honour violence should lead to a referral. Allegations of forced marriage should not be treated as a domestic or family issue and a child should not be sent back to the family home. Families may deny a forced marriage is intended and when aware of professional concern, may move a child and bring forward both travel arrangements and the marriage. **For this reason staff should not approach the family or family**

**friends or attempt to mediate between the child and family as this will alert them to agency involvement. Further advice can be obtained from the Forced Marriage Unit [www.fci.gov.uk/forcedmarriage](http://www.fci.gov.uk/forcedmarriage)**

### **Female Genital Mutilation**

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure-Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subjected to FGM can vary greatly from shortly after birth to any time up to adulthood. Concerns should be raised if it is known that a family come from a community that is known to practise FGM or if a child talks about a long holiday to a country where the practice is prevalent. A child may confide that she is going on a special trip or to a special occasion. Any female child born to a woman who has herself been subjected to FGM must be considered at risk, as must other female children in the extended family. Any information or concerns that a child is at risk of or has undergone FGM will lead to a referral. Staff will need to act promptly and quickly.

### **Domestic Violence**

Domestic violence is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been partners or family members regardless of gender or sexuality. The harm caused to children can be significant through emotional and physical abuse and/or neglect. From 2006 the definition of significant harm has been amended to include “the harm children suffer by seeing or hearing the ill-treatment of another, particularly in the home.” Staff concerns about domestic violence should be passed to the Named Person.

### **Young Carers**

In many families children contribute to family care and wellbeing as part of normal family life. A young carer is a child who is responsible for caring on a regular basis for an adult or a sibling who has an illness or disability. Caring responsibilities can have significant impact on a child’s health and development. A referral will be needed where a young carer is unlikely to achieve or maintain a reasonable standard of health and/or development because of their caring responsibilities, is at risk of harm through abuse or neglect or is providing intimate body care.

### **Young Runaways**

Some young people are pushed away from their home by factors that make an environment difficult to live in-problems at home, difficult relationships, family breakdown, maltreatment or abuse, bullying at school, personal problems including mental health issues. Others run away to be near friends and family or through grooming by adults for trafficking or sexual exploitation.

### **Violent Extremism**

At Westbourne we are committed to contributing to community cohesion and reducing the likelihood that any of our children may become radicalised. To support this process concerns should be shared with the Named Person.

To fulfil this responsibility we will support students by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within school.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children's Social Care as soon as there is a significant concern.
- Providing continuing support to a student about whom there have been concerns who leaves school by ensuring that appropriate information is forwarded under confidential cover to the student's new school(as soon as possible)

**Further advice can be obtained from :**

- "Supporting children and Young People Vulnerable to Violent Extremism"- West Yorkshire Safeguarding Board.
- Prevent duty guidance: for England and Wales, HM government [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)
- "What is Prevent? Let's talk about it [www.lta.gov.uk/what-is-prevent/](http://www.lta.gov.uk/what-is-prevent/)

**Preventing Radicalisation.**

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism.

Extremism is defined in the 2011 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 any extremist calls for the death of members of the armed forces, whether in this country or overseas. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The duty to prevent children and young people being radicalised is set out in the following documents:

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

**Definitions of abuse.**

The 2015 'Keeping children safe in education' legislation defines abuse as:

- 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. They may be abused by an adult or adults or another child or children.

The 2015 'Keeping children safe in education' legislation defines physical abuse as:

- 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.

The 2015 'Keeping children safe in education' legislation defines emotional abuse as:

- The persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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, although it may occur alone.

The 2015 'Keeping children safe in education' legislation defines sexual abuse as:

- 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 2015 'Keeping children safe in education' legislation defines neglect as:

- 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 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.

### **Supporting staff.**

We recognise that Safeguarding is a difficult subject for those who work with children. Working with a child who has suffered harm may be stressful. We are committed to support staff to seek further help as appropriate. All staff and volunteers must feel able to raise concerns about poor or unsafe practice; such concerns will be addressed in accordance with the agreed whistleblowing procedures.

### **Allegations against staff**

It is possible that a student may make an allegation against a member of staff. If such an allegation is received the member of staff receiving the allegation should inform the Headteacher, Ms. Wardle. The Headteacher will follow procedures and discuss the content of the allegation with the Local Authority Designated Officer (LADO). If the allegation made to a member of staff involves the

Headteacher the Chair of Governors is immediately informed and they will consult the LADO. Staff will follow the school's procedures for Allegations of Abuse against Staff.

### **Partnership with parents**

We share a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Parents are made aware of who to contact if they have concerns regarding the Safeguarding of their or any other child.

We are committed to working with parents positively, openly and honestly. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns that may have with the Nominated person for Safeguarding. Parents are made aware of our policy via the school website and newsletters. Parents are also made aware that they can view this policy on request.