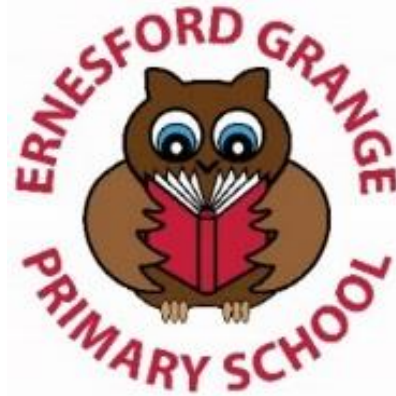


Child Protection and Safeguarding Policy

Ernesford Grange Primary School

September 2018



Policy last reviewed: (July 2018)

Reviewed by: (Hannah Skelton)

Agreed by governors: (date)

Shared with staff: (3rd September)

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Deputy Designated Safeguarding Lead: Ian Taylor (Headteacher)

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1 Definitions

1.1 '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.

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

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

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

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

2 Introduction

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

2.2 The purpose of this policy is to;

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

2.3 Ernesford Grange is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.

- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Ernesford Grange are 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 at Ernesford Grange School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

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

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2018).

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

[Attendance Policy](#) [Behaviour Policy](#) [Radicalisation and Extremism Policy](#) [E-Safety Acceptable Use Policy](#)

2.8 Scope

2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Ernesford Grange Primary

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

School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

- 2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2018) in this policy, it should be understood that Ernesford Grange will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body

- 3.1.1 Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in Ernesford Grange 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 Ernesford Grange takes into account local authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
- Ensure that Ernesford Grange has an effective child protection policy, that it is published on the school's website or available by other means and review this annually;
- Ensure that Ernesford Grange has a staff behaviour policy or Code of Conduct;
- 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 headteacher.

3.2 The Role of the Headteacher

- 3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; Hannah Skelton
- 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 trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care have access to Ernesford Grange 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

3.3.1 The Designated Safeguarding Lead for Ernesford Grange is Hannah Skelton. The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in Ernesford Grange 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 Ernesford Grange;
- 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 Ernesford Grange 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 Ernesford Grange; and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2018).

3.4 The Role & Responsibilities of all Staff within School

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

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Ernesford Grange Primary 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 (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4 Types of abuse

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

- Physical abuse;

- Sexual abuse;
- Emotional abuse;
- Neglect.

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

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be 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.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as

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

4.3 Indicators of abuse can be found in Appendix B.

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

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

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

- Is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

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

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- 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.

4.8 Ernesford Grange Primary will also take action to protect;

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

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

We work with other agencies in line with Keeping Children Safe in Education (2018) to support children and families in the following circumstances;

² Taken from paragraph 18, Keeping Children Safe in Education (September 2018)

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

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

4.10 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 Ernesford Grange’s Prevent duty.

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

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

5 Responding to signs of abuse

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

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

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

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child’s presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made;

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

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;

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.

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

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

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

5.6 See page 16 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

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

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

5.8 Ernesford Grange 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.

5.8.1 Ernesford Grange have a peer on peer abuse policy which has been shared with staff.

5.8.2 Ernesford Grange will work to prevent peer on peer abuse through the implementation of the school anti-bullying policy.

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

- 5.8.3 In the event that an allegation of peer on peer abuse is made, Ernesford Grange will investigate this by following school procedures
- 5.8.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by following the steps in the behaviour policy
- 5.8.5 Ernesford Grange will never pass off peer on peer abuse as ‘banter’ or ‘part of growing up’.
- 5.8.6 Ernesford Grange Primary will support children in their friendships and relationships and promote tolerance and respect for all pupil groups as outlined in the peer on peer abuse policy.
- 5.8.7 Ernesford Grange 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.

5.9 Youth Produced Sexual Imagery (‘sexting’)

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

5.9.2 Ernesford Grange Primary has a responsibility to educate children in the risks relating to ‘sexting’ and how to keep themselves safe online. (See E-safety policy and RSE policy).

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

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

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

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

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

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

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

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

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

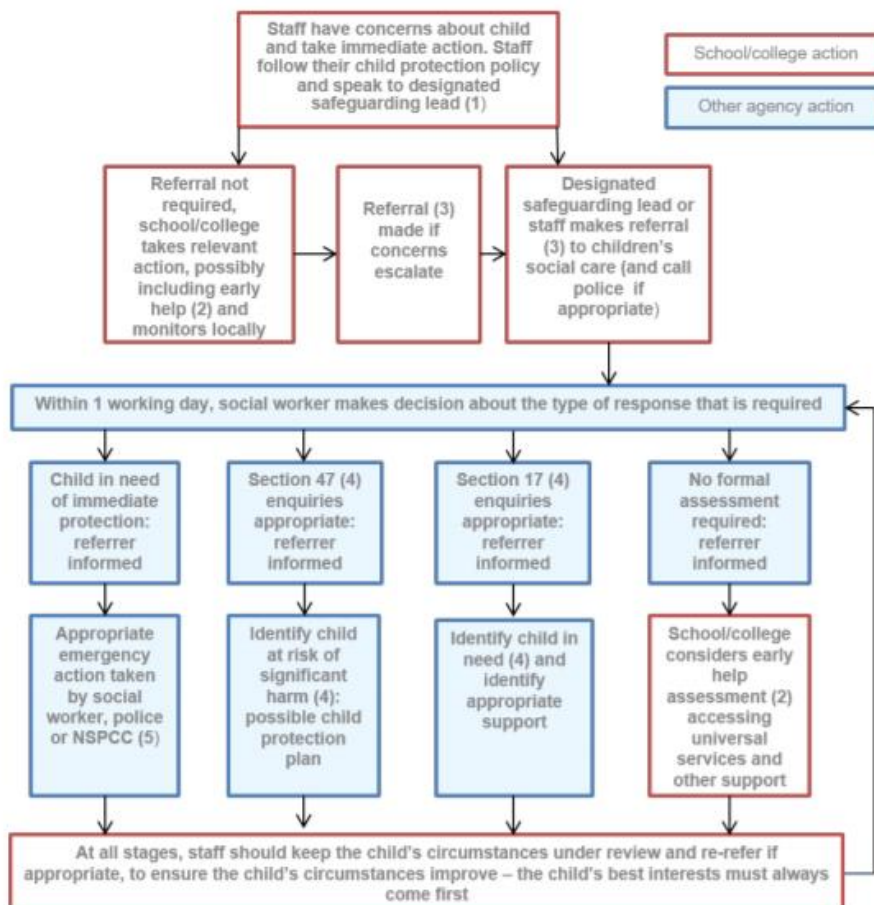
5.10 Searching, Screening and Confiscation

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Ernesford Grange Primary

5.10.2 Ernesford Grange Primary adheres to ‘Searching, Screening and Confiscation: Advice for Schools (May 2018).

5.10.3 Please see the behaviour policy. [Behaviour Policy](#)

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.
 (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
 (3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).
 (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).
 (5) This could include applying for an Emergency Protection Order (EPO).

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

MASH Telephone number: 02476 788 555

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

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH and to CTU_GATEWAY@west-midlands.pnn.police.uk

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

6 Record-keeping

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

6.2 Ernesford Grange keeps all safeguarding files electronically, using a system called CPOMs.

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

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

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

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

Please see GDPR policy.

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Ernesford Grange Primary School.

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

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

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

8 Early Help

8.1 Ernesford Grange Primary 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. Ernesford Grange Primary works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Our family hubs are Woodside (02476788430), The Moat Family Hub (02476 785621) and Aspire Family Hub (02476 788489)

8.2 Ernesford Grange Primary works within the LSCB ['Right Help, Right Time'](#) framework, available on the LSCB website.

9 Staff training

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

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2018)
- School procedures for Children Missing Education
- The school Behaviour Policy

9.2 Staff at Ernesford Grange Primary will;

All attend Safeguarding training in September, the DSL lead will attend all DSL briefings, throughout the year and designated members of staff will attend Thrive, Team Teach and update Mental Health, Attachment and Self Harm training as appropriate. Safeguarding Governors will also attend training and all governors will attend a safeguarding training session at the start of the new year.

9.3 Ernesford Grange recognise 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

10.1 Ernesford Grange 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);

⁵ Also known as 'youth produced sexual imagery'.

- Reference check (two references required);
- Professional qualifications check;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

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

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

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

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

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

10.7 All safer recruitment practices at Ernesford Grange comply with Keeping Children Safe in Education (September 2018). See Part 3 of Keeping Children Safe in Education (September 2018) for further information.

10.8 See the school Safer Recruitment policy for further details.

11 Allegations of abuse against staff

11.1 Ernesford Grange Primary 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 Trust’](#).

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

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

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

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

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

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

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

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

11.9 Whistleblowing

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

11.9.2 The senior leadership team will take all concerns seriously.

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

12 Promoting safeguarding and welfare in the curriculum

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

12.2 Children at Ernesford Grange will receive the following as part of our promotion of safeguarding across the curriculum:

Links to SMSC (Spiritual, Moral, Social and Cultural) and FBV (Fundamental British Values) through these sections of the Cornerstone Curriculum and through positive reinforcement in assemblies.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Ernesford Grange recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Hannah Skelton.

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

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

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

14 Children with Special Educational Needs

14.1 As outlined in Keeping Children Safe in Education (2018), Ernesford Grange Primary 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

⁶ Keeping Children Safe in Education, September 2018

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

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

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

15 Use of reasonable force

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

See the behaviour policy section about using reasonable force. [Behaviour Policy](#)

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16 Work Experience

Work experience pupils will not be left alone with any child. They will always be supervised by a member of Ernesford Grange School Staff.

17 Summary

19.1 Ernesford Grange 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;

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

- [Allegations Against Staff or Persons in a Position of Trust Policy \(LSCB\)](#)
- Anti – Bullying Policy see behaviour policy [Behaviour Policy](#)
- Anti-Discrimination and Harassment Policy
- [Behaviour Policy](#)
- Children/Young people with Medical Needs
- [Complaints Procedure and Policy](#)
- Critical Incident Plan
- [GPS GDPR Policy](#)

- Drugs and Alcohol Policy (found in the Staff Code of Conduct)
- [Single Equality Policy](#)
- [Escalation and Resolution of Professional Disagreements \(LSCB\)](#)
- Health & Safety Policy
- HR & Governance Policy
- [E-Safety Acceptable Use Policy](#)
- Intimate Care Policy – Toileting and clearing up of bodily fluids
- IT Policy
- [Management of Medication Policy](#)
- [Supporting Pupils with Medical Needs Policy](#)
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy Self-harm/Mental Health Policy (included in the behaviour policy)
- Safer Recruitment Policy
- Site Security Policy
- [SEN and Disability Policy](#)
- Staff Code of Conduct
- Trips and Visits Policy
- Use of Reasonable Force Policy (included in the behaviour policy) [Behaviour Policy](#)
- Visitor information
- Whistleblowing Policy

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 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 trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. [Cornerstones Curriculum](#)

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.

Through our policies and procedures, we will be vigilant towards the following and provide written record for any concerns using the CPOMs system. All concerns are to be reported immediately to the DSL or Deputy DSL's. If unavailable staff are to email concerns or fill out a cause for concern sheet.

Criminal exploitation (including involvement in county lines)

We will be vigilant towards recognising signs and indicators that children are at risk. Any concerns will be immediately reported and followed through our policies and procedures.

Domestic abuse (inclusive of the operation encompass alerts)

At Ernesford Grange we are vigilant towards all families who have suffered domestic abuse. All domestic violence alerts go straight to the DSL and the Headteacher. The learning mentor also works closely with identified families and signposts families to support agencies if needed.

Children who have witnessed family DV are appropriately supported in school following the Early Help model.

Fabricated or induced illness

At Ernesford Grange all staff will be vigilant towards illness, especially long periods of illness and any illness will be reported to the Learning mentor who completes home visits. Where children appear the next day to not be ill or when asked how they feel, don't appear to have had any illness, the class teacher is to let a member of the safeguarding team know who can further investigate. In this case the Learning mentor/safeguarding team will contact the family and offer Early Help or support with school nurse referrals.

Faith-based abuse

At Ernesford Grange school we will be vigilant towards any forms of abuse and follow our school policy and statutory guidance in line with all types of abuse.

Female genital mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. 81 Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead

and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

At Ernesford Grange Primary school we will follow all statutory guidance around FGM and report any concerns to the police. All staff have had training to recognise signs and indicators and know to report any concerns to the DSL or Deputy DSL's.

Forced marriage

At Ernesford Grange Primary we will follow all statutory guidance and report any concerns. Staff are to report any concerns to the DSL or deputy DSL's.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Hate

At Ernesford Grange staff will recognise any signs and triggers for any incidents motivated by hate crime and reported through the identified channel as for radicalisation and extremism.

Homelessness

At Ernesford Grange Primary School we are supportive of families who fall on hard times. We will support families with housing difficulties and work alongside them. We signpost parents to The Hubs for support and our Learning mentor has and continues to work with families who need help with housing applications and supports using the Early Help framework. In line with our school policy, children who are faced with homelessness and emergency housing have access to the Learning mentor and other members of the safeguarding team for support and reassurance.

(So-called) 'Honour-based' violence and gangs or youth violence

(HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and Autumn 2017 groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators: There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus

on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced. At Ernesford Grange we will follow all policies and procedures for reporting any concerns.

Radicalisation and Extremism

At Ernesford Grange we keep up to date training for all staff and ensure they recognise how to follow procedure if there is a concern around Prevent. All staff are to be vigilant and following school training be alert for signs and indicators that a child is being targeted for radicalisation. Any concern is to be reported to The DSL or Deputy DSL's, and logged on our CPOM system and reported through police channels.

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.⁸² There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Relationship abuse

At Ernesford Grange we will support all parents and children who have suffered abuse and using the Early Help format signpost them to support agencies. The Learning mentor is available for all families to access and the inclusion team are available to support families who need help and support.

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

At Ernesford Grange we will be vigilant towards any signs of sexual or gender -based violence. Any concerns will be reported to DSL/ and deputy DSL's and logged on Cpoms.

Sexting

At Ernesford Grange we will follow any concerns in line with the statutory guidance for Child Sexual Exploitation. In school only year 5 and 6 are allowed phones in school. This is only to walk to and from school. Children take their phones immediately to the office in the morning where they are locked away and they don't have any access to them again until the end of the school day.

Trafficking and modern slavery

At Ernesford Grange we will follow any concerns in line with the statutory guidance for Child Sexual Exploitation. Any concerns from members of staff will be reported to the DSL/Deputy DSL's and logged on Cpoms. Any child who regularly moves school or arrives at the school from overseas not residing in the country will be monitored. If a child continues to reside with extended family, the Learning mentor/attendance officer will carry out home visits.

Children missing from education, home or care

The school will also take action to protect;

- Children missing education
- Children missing from home or care

Children Missing In Education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

School will follow statutory guidance (CME statutory guidance 2016). Also see our school attendance policy. As a school we will ring daily/text regarding any absence by 9.45 am. Where no contact can be made and we still have concerns we will do a safe and well check. Any child we cannot trace we will alert the local authority/social services as a safeguarding precaution.

Children Missing from home or care

See the above information as per child missing in education.

Private Fostering

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

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days following the local authority statutory guidance.

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.

