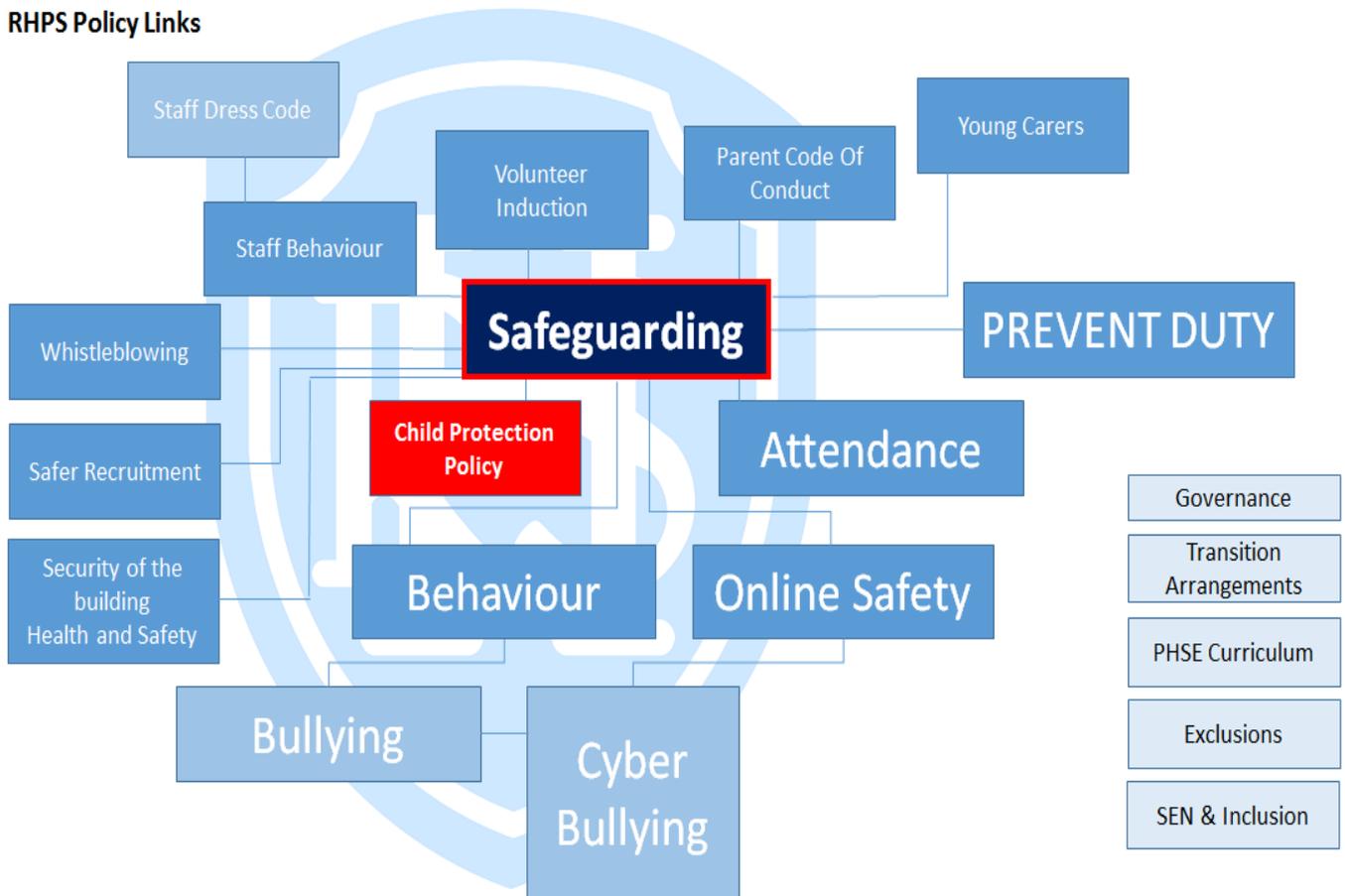


# SAFEGUARDING POLICY 2018

RUSHMERE HALL PRIMARY SCHOOL

## RHPS Policy Links



Date	Lead Person	Approved	Review Date
October 2017	Head teacher	October 2017	October 2018
		Governing Body	

## Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (September 2016).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on March 2018. It is due for review on 16.03.19 unless the Keeping Children Safe in Education document is updated before that time.

Signature

Head teacher

Date: 16.03.18

Signature

Chair of Governors

Date: 16.03.18

**All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to Children's social care or the police.**

### **If you are concerned about a safeguarding issue**

All Child Protection concerns need to be acted on immediately. If any member of school staff is concerned that a child may be at risk or is actually suffering abuse, they should tell the Designated Safeguarding Lead immediately.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Do stay calm and listen carefully
- Do reassure them that they have done the right thing in telling you
- Do not investigate or ask leading questions
- Do let them know that you will need to tell someone else
- Do not promise to keep what they have told you a secret
- Do inform your Designated Safeguarding Lead as soon as possible
- Do make a written record of the allegation, disclosure or incident which you must sign, date and record your position
- Do not include your opinion without stating it is your opinion
- Do refer without delay

### **Rushmere Hall Child Protection Procedures**

The following procedures apply to all staff working at Rushmere Hall School. Our Child Protection Procedures provide a framework enabling staff to take appropriate action when they are worried a child is being abused. It also applies to volunteers and visitors to the school.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child will come first.

#### **If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:**

1. Make an initial record of the information on a purple safeguarding concern form
2. Report it to the DSL immediately. (The DSL or Head teacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or the Head Teacher are not immediately available.)
3. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussions they were involved in.
  - Any injuries
  - Explanations given by the child / adult
  - What action was taken
  - Any actual words or phrases used by the childThe records must be signed and dated by the author.

**Following a report of concerns from a member of staff, the DSL must:**

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to the Multi Agency Safeguarding Hub.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the Multi Agency Safeguarding Hub.

However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account. If the DSL feels unsure about whether a referral is necessary they can phone the Multi Agency Safeguarding Hub consultation line to discuss concerns.

3. **If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL will make a referral to the Multi Agency Safeguarding Hub (MASH) making a clear statement of:**
  - **the known facts**
  - **any suspicions or allegations**
  - **whether or not there has been any contact with the child's family**
  -
4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process.
5. The DSL must confirm any referrals in writing to the Multi Agency Safeguarding Hub, within 24 hours, including the actions that have been taken. The written referral should be made using the multi-agency referral form (MARF).
6. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL will also notify the Multi Agency Safeguarding Hub / Social Care of the occurrence and what action has been taken.
7. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the Multi Agency Safeguarding Hub or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or Head Teacher will take the child to the accident and emergency unit at the nearest hospital, having first notified the Multi Agency Safeguarding Hub. The DSL should seek advice about what action the Multi Agency Safeguarding Hub will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

## Key safeguarding contacts at Rushmere Hall Primary School

The Family Liaison Manager, Ms Rachel Hobbin is the Designated Safeguarding lead. SENCO, Mrs Helen Birbeck, is the Deputy Designated Safeguarding Lead.

**All can be contacted with any safeguarding concerns on (01473) 726027.**

Overall responsibility for safeguarding in primary schools lies with the Headteacher.

The Named Safeguarding Governor is: **Mrs Moira Bryan**

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Headteacher. Where those concerns relates to the Head teacher however, this should be reported to the Chair of Governors (Mr Alex Davison) using the schools' Whistleblowing Policy.

For allegations against all staff and volunteers, the safeguarding staff may need to contact the Local Authority Designated Officer (LADO). Local Designated Officers, Rennie Everett and Dian Campbell, can be contacted via email on [LADOCentral@suffolk.gcsx.gov.uk](mailto:LADOCentral@suffolk.gcsx.gov.uk) or using the LADO central telephone number 0300 123 2044.

## Purpose and Aims

The purpose of Rushmere Hall Primary School's safeguarding policy is to provide a secure framework for the school in safeguarding and promoting the wellbeing of those pupils who attend our school. The policy aims to ensure that:

- All our pupils are safe and protected from harm.
- Provision and policies are in place to enable pupils to feel safe and adopt safe practices.
- Children and young people at our school achieve the best outcomes.
- Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and promoting the welfare of all of our pupils.

## Ethos

Safeguarding at Rushmere Hall Primary School is considered to be everyone's responsibility and, as such, our school aims to create a safe environment within which every pupil has the opportunity to achieve the five outcomes; namely 'Be Healthy, Stay Safe, Enjoy & Achieve, Make a Positive Contribution and Achieve Economic Well-Being.

Rushmere Hall Primary School recognises the contribution that it can make in ensuring that all pupils registered, or who use our school, feel that they will be listened to, and that the school will take appropriate action when necessary to promote and protect those pupils.

By establishing effective working relationships with parents, carers and other colleagues, and developing and providing activities and opportunities throughout our curriculum, we aim to equip our pupils with the protective behaviours and essential life skills they need.

We will also work in partnership with other agencies where the need arises.

## Responsibilities and expectations

### The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Leads will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. The DSLs will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSLs.

The DSLs at Rushmere Hall Primary School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSLs will liaise with Customer First and other agencies where necessary, and make referrals of suspected abuse to Customer First, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

The DSLs will maintain written records and child protection files ensuring that they are kept confidential and stored securely. The DSLs liaise with the nominated governor and head teacher as appropriate.

The DSLs are responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's safeguarding training pack provided by Schools Choice.

The DSL's are also required to complete a Self-Review Assessment Report annually which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in an action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its Safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

### The Head teacher

At Rushmere Hall Primary School the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the joint Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.
- Ensuring that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency.
- Arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The Headteacher has a role in ensuring that the whole school safeguarding training takes place at least every three years; this training can be accessed in

other schools, provided these schools are linked to the support and quality assurance process offered by the Local Authority.

- Monitoring the training received by the Designated Safeguarding Leads to ensure this is up to date.
- Ensuring that a list of all staff and the training they have received is held and is kept up to date in the school office.

This role is currently delegated to Mr Paul Fykin, Headteacher.

### **Governors**

Rushmere Hall Primary School's Governing Body has a legal responsibility to make sure that the school has an effective safeguarding policy and procedures in place, and to ensure that the school complies with these procedures.

The Governing Body will ensure that the policy is made available to parents and carers, and the policy will be available on the school's website.

The Governing Body is also responsible for ensuring that all staff and volunteers working at the school are properly vetted to make sure they are safe to work with our pupils. The school has procedures for handling allegations of abuse made against members of staff (including the Headteacher) and volunteers.

The Governing Body will ensure that there is a Named Governor and a member of the Senior Management Team who has lead responsibility for dealing with all safeguarding issues in our school.

### **General responsibilities**

All adults, including the Designated Safeguarding Leads, have a duty to refer all known or suspected cases of abuse to children's social care or the police. The checklist of what to do is on page 1 of this policy.

Where a disclosure is made to a visiting staff member from a different agency, eg social worker or school nurse, it is the responsibility of that agency staff to formally report the referral to the school's Designated Safeguarding Lead in the first instance.

Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the On-Site Designated Safeguarding Lead and a formal notification made to the school's Designated Safeguarding Lead where the child is on role for information or appropriate action to be taken. Any records made should be kept securely on the child's main school/child protection file.

**Professionals and FGM - On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report 'known' cases of FGM in girls aged under 18 to the police.**

**The law requires these professionals to make a report to the police if, in the course of their professional duties, they:**

- **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 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.**

## Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the Headteacher. In the case of the allegation being made against the Headteacher, this will be brought to the immediate attention of the Chair of Governors and the Area Education Manager.

The Headteacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by the Area Safeguarding Manager. This action will lead to an initial evaluation meeting or strategy discussion involving the LADO.

Dependent on the allegation being made, the Headteacher will need to:

- Refer to the LADO immediately and follow up in writing within 48 hours.
- Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member to a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting or evaluation meeting.
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegation/allegations being founded.

<https://www.suffolkscb.org.uk/assets/Working-with-Children/How-to-Make-a-Referral/LSCB-LADO-Leaflet-2017.pdf>

(Arrangements for Managing Allegations of Abuse against people who work with children or those who are in a position of trust- [LSCB endorsement Nov 2015])

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

## Training

### Staff

All members of staff will have access to whole school safeguarding training at least every three years. We will also, as part of our induction, issue the following information:

- Complete the mini Safeguarding Induction (unless safeguard trained already)
- Read through the School's Safeguarding Policy
- Read and sign the School's Staff Behaviour agreement
- Read Part 1- Keeping children safe in education **September 2016**
- Explained what the school's recording and reporting system is.
- **Mini safeguarding induction completed by Family Liaison Manager**

- DBS check completed. Added to SCR.
- Added to the next available full School Safeguarding training session (within 7 weeks of appointment)

### Regular visitors and volunteers to our school:

- Read through the (1) School's Volunteer Policy
- Read and sign the (2) School's Volunteer Behaviour agreement
- Ensure that the school has a completed volunteer application form.
- Provided with a copy of the safeguarding policy and raise any questions with DSL or DDSL
- Told who the Designated Safeguarding Leads is and the deputies
- Read Part 1- Keeping children safe in education **September 2016**
- Explained what the school's recording and reporting system is.
- **Mini safeguarding induction completed by Family Liaison**
- DBS check completed. Added to SCR.

### New Parents / Carers

- Directed to where the Safeguarding Policy can be found
- Complete a photograph permission form
- Complete an Acceptable Internet Use form
- Handed the leaflet '*Safeguarding Children in Education*'

Our Designated Safeguarding Lead and Alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken **every year** which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

In addition to regularly updated training an added requirement is for staff to receive regular safeguarding updates, as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will post copies of our policy throughout the school.

### Reporting and monitoring

Our safeguarding arrangements are reported at least on a termly basis to our Governing body. Our Safeguarding Policy is reviewed annually, in order to keep it updated and in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus and on our website. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

A summary of the Safeguarding policy will be made available to all visitors at the school reception, and posters reminding people of the Designated Safeguarding Leads are on display throughout the school.

The Safeguarding policy and procedures at Rushmere Hall Primary School will be audited annually as part of the statutory requirement placed on the school by Suffolk County Council.

## Useful Contacts

Suffolk Safeguarding Children Board [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk)

Customer First: 0808 800 4005

Police: 999

Child Exploitation and Online Protection Agency <https://www.ceop.police.uk/safety-centre/>  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

NSPCC- [www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect](http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect)

Prevent- <http://educateagainsthate.com>

## APPENDIX



**Rushmere Hall**

# Early Help Offer

- **Taking the time to listen to children's concerns.** We have a Family Liaison Manager, Ms Hobbin and an Inclusion Manager, Mrs Higgins, who are both available to chat to pupils when they feel they have a problem they would like to share.
- **Taking the time to listen to families.** Sometimes, you might need to share information or have a difficult situation you need to make us aware of. We will listen. We have families too!
- **Nurture Groups** Helping children improve their social skills, deal with loss, focus on learning
- **Lunchtime Play Sessions** (by invitation)
- **Peer Mentoring System**
- **In-house Safeguarding Protocols and trained Safeguarding staff**
- **Running an effective PSHE curriculum** which supports children and develops key skills not only for school but for life.
- **Referral to parenting courses.** Not sessions to tell you how to do it, but an opportunity to share what works and sometimes what doesn't.
- Referral to the **School Nurse service.**
- **In-house Behaviour Support**
- **A commitment to supporting our Young Carers (including regular school support groups and referral to Suffolk Young Carers.)**
- **Support from External Agencies** (including Counselling, Bereavement, Social Care, Suffolk Family Carers, Behaviour Support,)
- **Learning Interventions specific to your child** (reading, maths, phonics)

### Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our school it includes issues such as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety. Abuse, neglect and safeguarding issues are complex and can overlap with one another.

The witnessing of abuse can have a damaging effect on those who are party to it, as well as the person subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons as they move through the stages of childhood, or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

### Indicators of Concern

Children are unique and varied individuals, and their response to any trauma in their lives, including abuse and neglect, will be as individual as they are. Children can experience behavioural and emotional responses to difficulties in their lives such as parental separation and bereavement, as well as to abuse and neglect. The difference will be that in the first case you are likely to know and understand why any changes in their behaviour have taken place.

Child abuse and neglect can happen to any child in any family, setting or organisation. Children are more likely to be abused by people they know (including siblings and other children) than by strangers. Indicators that a child is at risk of suffering, or is actually suffering, abuse and neglect can manifest itself in many ways, physically, socially, emotionally and behaviourally.

It is important to focus on what is causing you concern and record those concerns. Sometimes you may see bruises or marks that concern you; you should take particular note of bruising on non-mobile babies and children and check out the reason behind the injury with the child and parent. Your need to make a record of this, and this is a useful way to approach this subject with parents. If you remain uncomfortable, or the explanations don't add up, refer.

Adult or children can make you concerned because you are uncomfortable with what you are observing, hearing or what is being said to you. Sometimes you will be concerned about the attitude of the adults in the child's life to their health, wellbeing development or medical needs.

### **Physical Abuse**

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness - this was previously known as Munchhausen's Syndrome by Proxy.

Indicators of physical abuse can include:

- Bruising
- Burns / scalds
- Bite marks
- Fractures / broken bones
- Other injuries and health problems.

### **Emotional Abuse**

Emotional abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in domestic violence or domestic abuse.

A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them.

Symptoms that can indicate emotional abuse include:

- Excessively clingy or attention seeking
- Very low self-esteem or excessive self-criticism
- Withdrawn behaviour or fearfulness
- Lack of appropriate boundaries with strangers; too eager to please
- Eating disorders or self-harm

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material, including through the use of the internet.

Indicators of sexual abuse can include:

- Allegations or disclosures,
- Genital soreness,
- Injuries or disclosure,
- Sexually transmitted diseases,
- Inappropriate sexualized behaviour including words, play or drawing.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development.

Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food or shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

Indicators of neglect can include:

- Malnutrition, begging, stealing or hoarding food
- Poor hygiene, matted hair, dirty skin, poor hygiene
- Unattended physical or medical problems
- Comments from the child that there is no-one home to provide care
- Being constantly tired
- Frequent lateness or absence from school
- Inappropriate clothing, particularly in winter
- Frequent illness, infections or sores
- Being left unsupervised for long periods.

### **Current Safeguarding Issues**

The following Safeguarding concerns actual or suspected should be referred immediately to Children's Social Care via our Designated Safeguarding Leads. The concerns featured below are linked to guidance and local procedures which, where available, can be found on the Suffolk Safeguarding Children Board (SCB) website at: [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk)

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Rushmere Hall Primary School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

### **Children Missing Education**

"Basic to safeguarding children is to ensure their attendance at school."

(OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Rushmere Hall Primary School we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will report to Children's Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395138/Children\\_missing\\_education\\_Statutory\\_guidance\\_for\\_local\\_authorities.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf)

### **Child sexual exploitation**

Child sexual exploitation 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.

Where there is evidence of child sexual exploitation, Rushmere Hall Primary School will report our concerns to the appropriate agency including Children's Social Care and the Police and support children and families who have experienced such abuse.

<http://www.suffolkscb.org.uk/safeguarding-topics/child-sexual-exploitation-cse/>

### **Domestic Abuse and Domestic Violence**

The Government defines domestic abuse as "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality"

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, Rushmere Hall Primary School will report our concerns to the appropriate agency including Children's Social Care and the Police in order to prevent the likelihood of any further abuse taking place.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/legislation-policy-and-guidance/>

<http://www.suffolkscb.org.uk/safeguarding-topics/domestic-abuse/>

### **Emotional Health and Wellbeing**

Our school places a high emphasis on emotional wellbeing and we recognise that taking care of our children's mental health will give them the best chance of positive outcomes both at school and later in life. We work both within school and, where appropriate, with other agencies to ensure that our children are taught about the importance of looking after our mental health. Where appropriate, we will refer on to services via the Suffolk Emotional Wellbeing Gateway.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/infolink.page?infolinkchannel=2-1-1>

<http://www.suffolkscb.org.uk/safeguarding-topics/emotional-health/>

### **Online Safety**

Our Online Safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

### **Peer on Peer Abuse**

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it captures the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues.

However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Here at Rushmere Hall School, we are committed to ensure that any form of peer on peer abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

The school have a peer on peer abuse policy which aims to tackle this particular issue.

### **Preventing Radicalisation: Action against Hate**

The Counter-Terrorism and Security Act (February 2015) places a duty on Rushmere Hall Primary School as a provider of care and education, to have due regard to the need to prevent people from being drawn into hate crime, terrorism ("the Prevent Duty") and other expressions of radicalisation.

We recognise our duty to ensure that members of staff identify where young people are vulnerable to being drawn into terrorism, and the senior management team understands that it has a role to play in working with the police and local authorities to provide support to these individuals. With regard to 'Keeping Children Safe in Education 2016' Rushmere Hall Primary School recognises its duty to refer to and take part in Channel panels where required.

<https://educateagainsthate.com/>

<http://www.suffolkscb.org.uk/parents-and-carers/radicalisation/>

### **Safer Recruitment and Selection**

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At Rushmere Hall Primary School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<http://www.suffolkscb.org.uk/safeguarding-topics/safer-recruitment/>

### **Safeguarding Disabled Children**

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (Safeguarding Children, DCSF, July 2009).

Rushmere Hall Primary School will ensure that our disabled children are listened to and responded to appropriately, particularly where there are concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

<http://www.suffolkscb.org.uk/assets/Working-with-Children/Policies-Guidance-and-Protocols/Children-with-Disabilities/2017-10-19-Safeguarding-Disabled-Children-and-Young-People-Practice-Guidance.pdf>

### **Child Exploitation**

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people, Rushmere Hall Primary School will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our e-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust.

### **Female Genital Mutilation**

This practice is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to have FGM or to arrange for this practice to take place abroad. If any concerns relating to FGM are brought to the attention of staff at Rushmere Hall Primary School, we will report our concerns immediately to the appropriate agency.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

<http://www.suffolkscb.org.uk/safeguarding-topics/female-genital-mutilation-fgm/>

### **Forced Marriage**

Rushmere Hall Primary School does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's Social Care.

<https://www.gov.uk/guidance/forced-marriage>

<http://www.suffolkscb.org.uk/safeguarding-topics/forced-marriage-and-honour-based-abuse/>

### **Honour Based Abuse and Violence**

Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community. It is important to be alert to signs of distress and possible indications of honour based violence such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from honour based violence, Rushmere Hall Primary School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

<http://www.suffolkscb.org.uk/safeguarding-topics/honour-based-abuse/>

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- . A parent
- . A person who is not a parent but has parental responsibility
- . A close relative
- . A Local Authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Rushmere Hall Primary School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

<http://www.suffolkscb.org.uk/parents-and-carers/private-fostering/>

### **Child Abuse linked to Faith and Beliefs**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/175437/Action\\_Plan\\_-\\_Abuse\\_linked\\_to\\_Faith\\_or\\_Belief.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf)

### **Safeguarding Children and Young People linked to Gang activity**

At Rushmere Hall Primary School we will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.

<http://www.suffolkscb.org.uk/safeguarding-topics/gangs/>

<http://www.suffolkscb.org.uk/assets/Safeguarding-Topics/Gangs/County-Lines-Final-Report-16-08-2017.pdf>

### **Sexually Active Under-Eighteen-Year-Olds**

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Rushmere Hall Primary School we will ensure our policy for managing this issue links to the available protocol.

<http://suffolkscb.org.uk/assets/Uploads/2015-04-LSCB-Guidance-for-Working-with-Sexually-Active-Under-18s.pdf>

### **Trafficked Children**

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Rushmere Hall Primary School is made aware of a child who is suspected of or is actually being trafficked/exploited we will report our concerns to the appropriate agency.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/legislation-policy-guidance/>

<http://www.suffolkscb.org.uk/safeguarding-topics/trafficked-children-and-modern-slavery/>

This policy has been devised in accordance with the following legislation and guidance:

- [Working Together to Safeguard Children](#) (Updated 2017)
- [‘Keeping Children Safe in Education’](#), DfE (2016)
- [Suffolk Safeguarding Children Procedures](#)
- [Managing Allegations of Abuse against Professionals](#)
- [Guidance for Safer Working Practice](#) DCSF, March 2009.
- [‘What to do if you're worried a child is being abused’](#), DfE (March 2015)
- [‘Information Sharing: Advice for practitioners’](#), DfE (March 2015)
- [‘The Prevent duty: Departmental advice for schools and childcare providers’](#), DfE (2015)
- [‘Guidance on Safeguarding Individuals Vulnerable to radicalisation \(VTR\) and Referral Process’](#), SSCB (2015)

*The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure Rushmere Hall is a safe place to learn and work.*

For Advice and Consultancy in relation to Safeguarding, please contact:

### **MASH Professional Consultation Line**

**Tel: 0345 6061499**

For Safeguarding Training in schools please email:

[Sieteam@suffolk.gov.uk](mailto:Sieteam@suffolk.gov.uk)

**RUSHMERE HALL PRIMARY SCHOOL**

**SCHOOL RECORDING FORM FOR SAFEGUARDING CONCERNS**

(Must be hand-written)

Name of pupil making the disclosure or that you are concerned about	Childs date of birth	Tutor Group/ Form/Class	<b>Your name</b> (and position in school)

**Nature of Concern/Disclosure**

**(Remember to only record fact DO NOT add your own opinion)**

Was there an injury?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Did you see it?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Describe the injury:

Have you filled in a body plan to show the injury and its approximate size?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Was anyone else with you?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Who?	
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Where were you?

Has this happened before?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date:	
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Did you report the previous incident?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	To Whom?	
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Is the safeguarding concern enabled or dependant on the internet?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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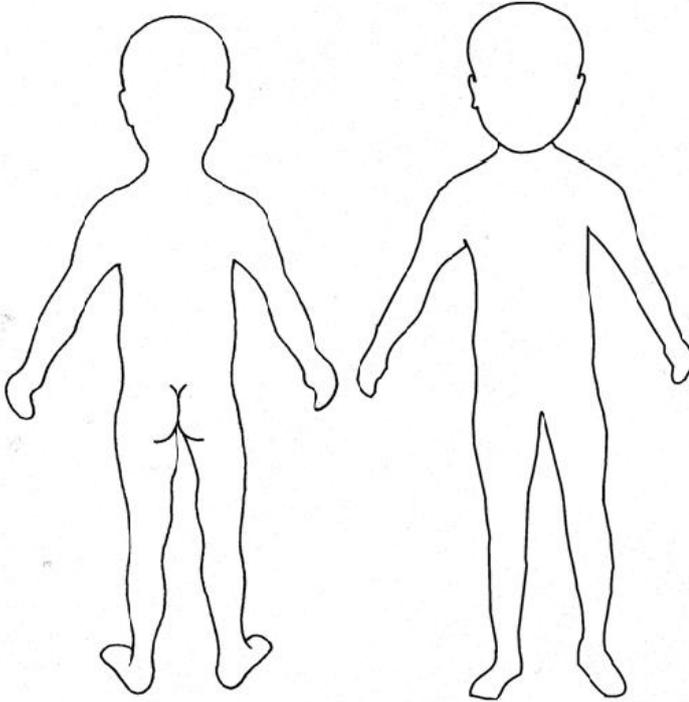
Do you have concerns about radicalisation? (Please advise PREVENT lead.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Who are you passing this information on to?	DSL	Senior Leader	LADO	Police	Customer First
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Please give details including their name and contact number:

Name of DSL:	Time:	Date:

Your Signature:	Print name :
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**BODY MAP**

**Action to be taken [for DSL use only]**

*When required to complete one or more actions, follow the numbers written in the boxes.*

Teacher to informally speak to the parent by phone or in person <input type="checkbox"/>	Teacher to gather more information from child <input type="checkbox"/>	Teacher to monitor this closely in class and return to the DSL if the issue / concern continues <input type="checkbox"/>
Teacher to record concern on low level observation sheets and monitor situation <input type="checkbox"/>	Teacher to set up a link to a parent in preparation for possible future discussions <input type="checkbox"/>	Other <input type="checkbox"/>

Notes:

Summary of Action Taken by DSL:

<u>Referred to:</u>	Recorded on chronology Yes <input type="checkbox"/> No <input type="checkbox"/>	Date and Time completed :
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<u>Your Signature:</u>	<u>Print Name:</u>	Noted on Safeguarding Log : Yes <input type="checkbox"/> No <input type="checkbox"/>
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<u>Identified Risk Factors:</u>					
Absent Parenting	<input type="checkbox"/>	Gang Related	<input type="checkbox"/>	Drug or Alcohol Abuse	<input type="checkbox"/>
Child Missing Education	<input type="checkbox"/>	Homelessness	<input type="checkbox"/>	Emotional Abuse	<input type="checkbox"/>
Child Sexual Activity	<input type="checkbox"/>	Honour Based Violence	<input type="checkbox"/>	Online safety	<input type="checkbox"/>
Child Sexual Exploitation	<input type="checkbox"/>	Human Trafficking	<input type="checkbox"/>	Fabricated Illness	<input type="checkbox"/>
Sexual Abuse	<input type="checkbox"/>	Ill Health / Disability	<input type="checkbox"/>	Family in Acute Stress	<input type="checkbox"/>
Domestic Abuse	<input type="checkbox"/>	Missing Person	<input type="checkbox"/>	Female Genital Mutilation	<input type="checkbox"/>
Forced Marriage	<input type="checkbox"/>	Neglect	<input type="checkbox"/>	Vulnerable to Radicalisation	<input type="checkbox"/>
Physical Abuse	<input type="checkbox"/>	Parental Ill Health / Disability	<input type="checkbox"/>	Self-Harm	<input type="checkbox"/>
Peer or Peer	<input type="checkbox"/>	Other... (please specify)	<input type="checkbox"/>		

# Flowchart for Referral

## Concerns

Suspicion / allegation of abuse by: child disclosure, observation, report by another person, anonymous communication



## Consult

Your organisation or group should have a policy for child protection. If appropriate, speak with the person nominated to be the child protection advisor/coordinator. All can speak informally with Children and Young People's Services

**IMPORTANT: Any consultation should not delay a referral**



## Action

### DO NOT INVESTIGATE

Refer to Children and Young People's Services and/or Police. You or your 'coordinator' should make the referral. Parents and carers should be advised that you are doing this unless this might put the child at risk or cause any delay in referring.



## Confirm

### DO NOT INVESTIGATE

Verbal referrals must be followed by a written referral within 24 hours.



## Commitment

**You may be required to provide other information, as required**

## REMEMBER

**DO NOT DELAY – CHILDREN'S SERVICES AND POLICE ARE ALWAYS AVAILABLE**

## New Staff Member SAFEGUARDING Induction

- Complete the mini Safeguarding Induction with HT or FLM (regardless of safeguarding trained already)
- Read through the School's Safeguarding / Child protection Policy
- Read and sign the School's Staff Behaviour agreement
- Read Part 1- Keeping children safe in education  
**September 2016 and annex (a)**
- Explained what the school's recording and reporting system is.
- DBS check completed. Added to SCR.
- Understand the role of the DSL.
- Added to the next available **full** School Safeguarding training session (within 7 weeks of appointment)

Staff Member Name: \_\_\_\_\_

Role: \_\_\_\_\_

Induction Process Completed: \_\_/\_\_/\_\_

Overseen by: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

## New Supply Staff Induction

- A copy of the School Safeguarding Policy
- Read Part 1- Keeping children safe in education
- Alerted to the DSL and DDSL within the school
- A copy of school Behaviour Policy
- A copy of the schools reporting form
- A copy of the referral flow chart
- A copy of school Fire Procedures
- DBS checked

Staff Member Name: \_\_\_\_\_

Role: \_\_\_\_\_

Induction Process Completed: \_\_/\_\_/\_\_

Overseen by: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

## Regular visitors and volunteers Induction

- Read through the (1) School's Volunteer Policy
- Read and sign the (2) School's Volunteer Behaviour agreement
- Ensure that the school has a completed volunteer application form.
- Provided with a copy of the safeguarding policy and raise any questions with DSL or DDSL
- Told who the Designated Safeguarding Leads is and the deputies
- Read Part 1- Keeping children safe in education
- **September 2016**
- Explained what the school's recording and reporting system is.
- **Mini safeguarding induction completed by Family Liaison**
- DBS check completed. Added to SCR.

Visitor / Volunteer Name: \_\_\_\_\_

Role: \_\_\_\_\_

Induction Process Completed: \_\_/\_\_/\_\_

Overseen by: \_\_\_\_\_

Head Teacher: \_\_\_\_\_