



Pallister Park Primary School Safeguarding Policy

Updated: May 2016

Pallister Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

AIMS	3
PRINCIPLES.....	3
THE SAFEGUARDING TEAM	4
ROLES AND RESPONSIBILITIES	4
PROCEDURES - GENERAL	6
GUIDELINES FOR STAFF.....	9
CHILDREN MISSING FROM EDUCATION	12
PUPILS ON THE CP REGISTER OR FOR WHOM WE HAVE CP.....	12
LOOKED AFTER CHILDREN.....	13
YOUNG CARERS.....	14
DISABLED PUPILS.....	14
CHILD SEXUAL EXPLOITATION (CSE).....	14
FEMALE MUTILATION	14
FORCED MARRIAGE.....	15
RADICALISATION/PREVENT	15
E-SAFETY	16
MENTAL HEALTH AND BEHAVIOUR.....	16
OTHER VULNERABLE PUPILS	16
LESBIAN, GAY, BISEXUAL AND TRANSGENDER (LGBT).....	16
SAFER RECRUITMENT	16
APPENDICES	18
APPENDIX A	18
APPENDIX B	20
APPENDIX C.....	22
APPENDIX D	23
APPENDIX E.....	24

Introduction

The main principles of 'Every Child Matters' (the government's vision for children's services, published in September 2003) are fundamental to this policy, namely:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieving economic well being

In terms of "Staying Safe" at Pallister Park Primary School we acknowledge the above statement and endeavour to provide as safe an environment as possible within which children and young people may learn.

We recognise that providing this safe environment includes the need to:

- Prevent unsuitable people working with children and young people
- Promote the safe practice and challenge poor and unsafe practice

Aims

Our aim is to do all we can to protect and safeguard the well being of our pupils.

Children and young people have a fundamental right to be protected from harm. Our pupils have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our pupils is a shared community responsibility.

Principles

Our policy applies to all in our school community, namely pupils, staff, governors and volunteers. There are five main elements to our policy:

1. Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our pupils
2. Raising pupil awareness of child protection issues and equipping pupils with the skills they need to keep them safe
3. Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively
4. Supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plans
5. Establishing a safe environment in which children can learn and thrive.

We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where our pupils feel safe and secure, and where they are encouraged to talk and are listened to seriously
- Ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers
- Include opportunities in the Curriculum for pupils to develop the skills to recognise abuse and to stay safe, and also to include material to help pupils develop realistic attitudes to the responsibilities of adult life.
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies.
- Safeguarding staff will challenge and ‘think the unthinkable’

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.

The Safeguarding Team

The Safeguarding Team (Vulnerable Pupil Support Team) at Pallister Park Primary School consists of the following people;

Executive Head Teacher	Christine Wain
Deputy Head and Designated CP Teacher (DCPT)	Heather Adams
Governor with responsibility Vulnerable Pupils	Lindsey Bell
Vulnerable Pupil Support	Kim McMahon Lucy Felgate
Designated E-Safety	Hannah Snowball Robert Leggott

The Safeguarding Team meet monthly at an Internal Child Protection Review (ICPR) to discuss current caseloads for children on CP, LAC and other areas of need. Social Services, and Health are represented and individual cases are reviewed and procedures are evaluated to ensure that everyone is acting according to protocols.

Roles and responsibilities

The governing body is responsible for ensuring that:

- the school complies with legislation related to child protection

- the school has a Child Protection policy and that procedures are in place that safeguard and promote the wellbeing of pupils in our school
- this policy is reviewed annually
- the school is using safe recruitment procedures and that appropriate checks are carried out on new staff and volunteers
- the school is aware of its duties re PREVENT/Channel referrals in conjunction with the police/LA, in particular that the school community has “due regard to the need to prevent people from being drawn into terrorism”
- Safeguarding arrangements take into account the procedures of the Local Safeguarding Children Board (<http://www.teescpp.org.uk>)

The named governor for Child Protection and Looked After Children is responsible for maintaining:

- regular contact with the school’s designated child protection coordinator
- awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities
- The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy, that the MSCB Guidelines are complied with and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- The DCPT and the Headteacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

The Designated Child Protection Teacher is a senior member of staff responsible for:

- the provision of leadership and vision in respect of child protection
- the practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies
- the provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation
- ensuring that the designated child protection coordinator and the safeguarding team have received the appropriate training
- the co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with other professionals, and the monitoring of welfare and academic progress
- liaison between the safeguarding team and the leadership team and governors
- attending child sexual exploitation training
- maintaining awareness of PREVENT/Channel referrals in conjunction with the police/LA guidance
- monitoring effectiveness of child protection policy and procedures and updating policy yearly.
- attending PREVENT training/implementing recommendations including re Channel referrals.

The head teacher is responsible for:

- supporting the DCPT in all aspects of the role
- ensuring that the DCPT and the safeguarding team have received the appropriate training
- ensuring that all members of the school community are aware of and comply with our child protection policy
- ensuring the safe recruitment of all staff (including supply staff and volunteers)
- making parents aware of the school's child protection policy
- dealing with any allegations against members of staff or volunteers
- creating a safe environment for pupils at the school
- ensuring that the designated person has current child sexual exploitation champion status

All staff are expected to:

- know the names of the designated child protection coordinator and members of the safeguarding team
- understand and comply with the school's child protection policy
- have read 'part one' of 'Keeping children safe in education'
- deal with any bullying incidents that may occur, following proper procedures.
- refer e-safety concerns.
- behave in accordance with our Staff Conduct Policy (which is given to all staff annually).
- be aware of our obligation to pay "due regard to the need to prevent people from being drawn into terrorism"

Pupils, parents/carers, supply staff and volunteers are expected to be aware of and comply with the school's child protection and conduct policies.

Procedures - General

This policy, and all action relating to it, is in line with the following guidance:

- "Safeguarding Children in Education"(DfES/0027/2004)
- Counter-Terrorism and Security Act (2015)
- The Working Together document (March 2015)
- What to do if a Child is being abused (March2015)
- Keeping Children safe in Education (July2015)
- PREVENT and Channel duty guidance (June2015)
- Mental Health and Behaviour in schools (March 2016)

Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, the staff bulletin and awareness training. All new staff will attend a training session on child protection awareness as part of their induction. Where other adults are working in the school alone with pupils, the Head Teacher or the Deputy Head will ensure that they are aware of the contents of these policies (copies of policies can be found on school network and onedrive). Any trainee teachers will receive a training session on child protection awareness as soon as possible after their arrival.

Supporting pupils

We support our pupils in a myriad of ways for many reasons;

- Child Protection
- LAC
- Bereavement
- Young Carers

We try to help pupils understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage pupils to speak up about concerns they may have for their peers.

Our school will endeavour to support pupils through:

1. The curriculum to encourage self-esteem and self-motivation.
2. The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
3. The implementation of the school's behaviour management policies.
4. A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
5. Regular liaison with other professionals and agencies who support the pupils and their families.
6. A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
7. The development and support of a responsive and knowledgeable Vulnerable Support Team, trained to respond appropriately in child protection situations and work with individuals or groups of children where appropriate.
8. Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
9. Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

Procedures – Concern about a pupil

- Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately to the DCPT or one of the Safeguarding Team; in their absence the matter should be brought to the attention of the Head Teacher or the most senior member of staff in school. This should be followed with a written record within 24 hours, using as far as possible the pupil's own words. It is important to remember that any member of staff can refer their concerns to children's social care directly. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Chair of Governors or direct to LADO, Social Care or Police.
- If a child alleges abuse or neglect the member of staff should;
 - Take the child to a place where they MUST be listened to.
 - Respect the child's point of view.

- Do not over question the child.
 - Do not use leading questions but clarify information where necessary.
 - Allow the child to write down the information or use some other form of communication if this makes the child feel more comfortable.
 - Be honest about your responsibility and explain what you must do and do not promise confidentiality.
 - Immediately inform:
 - **Head Teacher** – C Wain
 - **Designated Child Protection Teacher** – H Adams
 - **Another member of the VPST**
 - Written records of the events, conversations and observations which led to the concerns must be made.
 - All reports must be dated and signed.
 - A written record must be kept of all action taken.
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- The designated child protection coordinator (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the relevant investigating agency by telephone or e-mail and in accordance with the procedures outlined in the SET procedures. Any referral will be confirmed in writing within 24 hours. Where the allegation is against a member of staff, the Head Teacher must first be informed.
 - If the designated child protection co-ordinator (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from local social care, the NSPCC or the MSCB.
 - We will inform parents/carers of our actions **unless it is our view that so doing could place the child at greater risk of harm** or could impede a criminal investigation.
 - We will inform parents and carers about our duties and responsibilities under child protection procedures. Parents may request a full copy of this policy.
 - Members of the safeguarding team may use a Family Assessment Form (FAF) or Common Assessment Form (CAF) for families about whom we have concerns and where there is likely to be multi-agency working.
 - In addition to working with the designated lead, staff may be asked to support Social Care/Police to take decisions about individual pupils.
 - We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our pupils. We will consider the 'unthinkable' and challenge when required.
 - Inter-agency working will operate within the statutory guidance. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide support to children subject to child protection plans. We will allow access for Children's Social Care and the Police, where appropriate, to conduct a Section 17 or 47 assessment.

Procedures – Allegation against a member of staff

- We have adopted and follow Middlesbrough Council’s Allegations of Abuse Against Staff policy.

Training and support

- The Head Teacher will ensure that the DCPT undertakes the necessary Child Protection training and that this is updated at intervals recommended by the LA. The DCPT will ensure that all members of the safeguarding team have adequate training.
- The DCPT (or a member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff and teaching trainees. She will also raise awareness of child protection issues as necessary at briefings. This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected and also encourage staff to keep themselves as safe as possible from an allegation being made against them. Such training must be ‘regularly’ updated; however at Pallister Park every member of staff has refresher training at the start of the new school year, as well as on-going briefings throughout the year.

Confidentiality

- All staff need to understand that the only purpose of confidentiality is to benefit the pupil. No one should guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as any child protection concern must be reported to the designated child protection coordinator (or one of the safeguarding team) and may require further investigation by the appropriate authorities.
- Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a “need to know basis” only. Any information shared in this way must be held confidentially to themselves.

Records and Monitoring

- Accurate records are essential to good child protection practice.
- Any one receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record within 24 hours of reporting the incident, noting what was seen or said, putting the event into context, and giving the date, time and location. This record must be signed and dated.
- File notes are kept for any pupil on child protection plan (CPP) or for any pupil monitored for child protection reasons.
- These records are kept in a locked cupboard and electronically on a secure area of the school communications system.
- If a pupil transfers from the school, any child protection notes will be forwarded to the pupil’s new school marked “confidential” and for the attention of the receiving school’s designated Child Protection Coordinator. A signature of receipt will be requested. Local schools’ files will either be collected or hand-delivered.

Guidelines for Staff

Private meetings with pupils

- Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. There will be occasions when a confidential interview or a one to one meeting is necessary. However, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.
- Meetings with pupils away from the school premises should only be arranged with the specific approval of the Head Teacher.

Physical contact with pupils

- Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle staff should not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.
- Any form of physical punishment of pupils is unlawful, as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

Where physical contact may be acceptable

- There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural and does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the Head Teacher.
- Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE and contact activities at extra-curricular sessions. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.
- There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to physically restrain a pupil he/she should make a written report of the incident.

- Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.
- Wherever possible staff who have to help children with toileting difficulties should be accompanied by another adult, and pupils should, wherever possible, be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for staff and the emphasis will be on what is reasonable in all the circumstances.

Relationships and attitudes

- All staff should clearly understand the need to maintain appropriate boundaries in their dealings with pupils. Intimate or sexual relationships between staff and pupils will be regarded as a grave breach of trust, and any sexual activity between a member of staff and a pupil under 18 years of age may be a criminal offence.
- All staff should ensure that their relationships with pupils and appropriate to the age and gender of the pupils, and care should be taken that their language or conduct does not give rise to comment or speculation. Attitudes, demeanors and language all require care and thought, particularly when members of staff of either sex are dealing with adolescent boys or girls.
- From time to time staff may encounter pupils who display attention-seeking behaviour, or profess to be attracted to them. Staff should aim to deal with those situations sensitively and appropriately, but must ensure that their behavior cannot be misinterpreted. In these circumstances, the member of staff should also ensure that the Head Teacher or a senior colleague is aware of the situation.

Where conversation of a sensitive nature may be appropriate

Many staff have a pastoral responsibility for pupils and in order to fulfil that role effectively there will be occasions where conversations will cover particularly sensitive matters. Staff must, in these circumstances, use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.

Other staff in school may, from time to time, be approached by pupils for advice. Pupils may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the pupil to another member of staff with acknowledged pastoral responsibility for the particular pupil.

Inappropriate comments and discussions with pupils

As with physical contact, comments by staff to pupils, either individually or in groups, can be misconstrued. As a general principle therefore staff must not make unnecessary comments to and/or about pupils which could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst pupils in class, or

elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson, or the circumstances. At the same time it is recognised that a topic raised by a pupil is best addressed rather than ignored.

Systematic use of insensitive, disparaging or sarcastic comments are also unacceptable.

Extra-curricular activities

Staff should be particularly careful when supervising pupils in extra-curricular activities, or a residential setting such as a ski trip, outdoor education camp or extended visit away from home. Typically a less formal approach than usual maybe appropriate in these settings, but that can be open to misinterpretation. In any event, the standard of behaviour expected of staff will be no different from the behaviour expected within school.

Staff should take care in receiving or giving gifts to pupils which could be misunderstood. Gifts to individuals pupils from staff with be exceptional and should be assessed against the school's policy or by a senior member of staff. In appropriate gifts from pupils should be reported as described in paragraph below.

Reporting incidents

Following an incident where a member of staff feels that his/her actions have been, or may be, misconstrued he/she should discuss the matter with the Head Teacher. Where it is agreed with the Head Teacher the member of staff or volunteer should provide a written report of the incident. A detailed written report should always be made if a member of staff has been obliged to restrain a pupil physically, or where a complaint has been made by a pupil, parent or other adult.

Children missing from education

A pupil missing from education for eight sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school the Independent Education Welfare Officer will be informed in line with our Attendance Policy. The EWO will inform the Designated Lead and consider further actions/support should it be required. The Local Authority will be informed of any pupil removed from our roll, via a referral for out of school registration, so that the LA can identify and safeguard children missing from education.

Pupils on the CP register or for whom we have CP

The number of pupils on a child protection plan varies. There are also other pupils about whom we have child protection concerns who are not on a child protection plan.

We support pupils in various ways by:

- following the guidance set out in any child protection plans

- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns
- monitoring their welfare carefully, including talking to them regularly about their well being
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- monitoring their attendance carefully and reporting any unexplained absence to social care
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities
- informing their Teacher that they are on a CPP without breaching confidentiality so he/she knows to register immediately any concerns however minor with the DCPT

Looked After Children

We have a Designated Lead and Governor responsible for Looked After pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly
- offering in school support such as anger management, assertiveness or social skills training as appropriate
- targeting pupil premium specifically to support children in care.
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- monitoring their academic grades carefully to try to ensure they are making good progress in school making full use of LA " tracker" on line systems
- informing their head of year that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team
- being careful not to accept any under achievement just because the child is 'looked after'
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self esteem projects/residentials organised by the school as and when appropriate.

In addition we also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

Young Carers

It is the responsibility of the designated child protection coordinator (or a deputy) to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation. This package would contain elements of the support offered to pupils looked after by the local authority.

Disabled Pupils

Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment, however at Pallister Park Primary we will always try to ensure that the voice of the child is heard/sought.

Child Sexual Exploitation (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

The Designated lead and at least one other member of the team will have undertaken Child sexual exploitation 'Champion training'

Female Mutilation

Female genital mutilation

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. From 3rd May 2015, professionals have a mandatory duty to report such offences to the police.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

Forced marriage

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.

Radicalisation/PREVENT

The Counter Terrorism and Security Act 2015 places a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines.

E-Safety

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology. This is located on the school website and within on our network and onedrive.

Mental Health and Behaviour

We are sometimes aware of pupils who may need mental health support and will discuss our concerns with teachers, parents and outside agencies where appropriate. Our VPST will be able to provide initial support and evaluation of the needs of the individual to ensure referral to the appropriate agency.

Other vulnerable pupils

Members of the Safeguarding Team (VPST) are often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a teacher in school to whom the pupil relates or from an external agency. The pupil's teacher will be informed of the situation. This situation might be a temporary one or may be on-going. Parents/carers are informed of the situation wherever appropriate.

Lesbian, gay, bisexual and transgender (LGBT)

As a school, we believe that respect for ourselves and others is a fundamental right and responsibility of/for all. It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued at Pallister Park School.

Safer Recruitment

Practice

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- Following statutory DBS guidelines re checks on staff
- requiring a standardised application form and not just a c.v.
- stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children
- requiring the Head Teacher and appropriate staff and governors to successfully completed the Safer Recruitment training, to be on any interview panel used to recruit staff and to pose relevant questions.
- validating as far as possible qualifications, experience and expertise
- proactively verifying references and testimonials as far as
- verifying identity, preferably from current photographic ID and proof of address
- verifying the right to work in the UK

- examining all career breaks, sudden job changes and/or dismissals
- maintaining a single, central record of all staff
- the school will follow the recommendations re trainee teachers and contractors as set out in Keeping Children Safe in Education (March 2015). Contractors operating in pupil circulation areas will be supervised.
- Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Advertising

The school's prepared advertisements for vacant posts will ensure:

- A mix of qualities, qualifications and experience to be demonstrated
- Wording of statements that should deter unwanted applications, as much as attracting suitable applicants.
- Clear framework of duties, responsibilities, expectations and attributes
- Requirements of Equal Opportunities legislation will be met
- Statement about the school's approach towards safeguarding children and young people and the requirement for enhanced CRB checks.

Recruitment Procedures

The school's recruitment procedures will:

- Maintain a skeleton file of documents (model job descriptions and person specifications) ready for modification/updating as and when posts become vacant
- Regularly review candidate information packs
- Communicate the statutory responsibilities of those whose roles include the welfare and safety of children and young people
- Make an assessment of each post, that includes details of the post's responsibilities; the degree of (un)supervised access to children/young people and the key skills required of the post
- Consider establishing a 'team' to meet and review the school's recruitment and selection procedures, at least on an annual basis
- Recommend a minimum of three on an interview panel, at least one of whom shall be trained in safer recruitment
- Refer to Recruitment and Selection Procedures Checklist (Appendix B)

Volunteers: a four level approach

- Where the school has little or no knowledge of the volunteer, the approach should be the same as for a paid member of staff
- Where the school approached the volunteer, the school should check against List 99, CRB, and should ask people in school if they have any known concerns
- Where a volunteer's role will be a "one-off", the measures are unnecessary ONLY provided the person is NOT left alone with children

- Where volunteers recruited by another organisation work in a school, (e.g. sports coaches) school should obtain assurance that the person has been properly vetted and CRB evidence is provided etc.

After appointment, Induction, Monitoring and Support

All new staff and volunteers need induction in:

- Safeguarding policies e.g. Child Protection, anti-bullying, anti-racism, physical intervention, intimate care, internet safety and local procedures
- Safe conduct in relation to behaviour expected of adults who work with children
- How and with whom to raise any concerns
- Other relevant personnel procedures e.g. disciplinary, capability, whistle blowing
- Child Protection training

Appendices

Appendix A

PREVENT Safeguarding Objectives

Within this overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Schools can help to protect children from extremist and violent views in the same ways that they help to **safeguard children** from drugs, gang violence or alcohol.

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals should be reported in line with other safeguarding procedures.

Appendix B

Recruitment and Selection Procedures Checklist

Job Description and Person Specification

- € Ensure JD and PS are available and up to date
- € Check, particularly, for relevance and accuracy of qualifications criteria
- € Ensure both documents (JD and PS) contain references to child protection and safeguarding of children and young people

Advertisement

- € Draft in accordance with JD and PS (check with HR if necessary)
- € Insert safeguarding statement, requirement for enhanced CRB check and equal opportunities statement
- € Refer to grade/pay and contractual status (hours, FT/PT/JS/TTO)
- € List key responsibilities of post
- € Point to source of application forms (school contract/number)

Note: (Candidates with certain disabilities may not be able to complete application form: Therefore alternative application methods should be considered).

Candidates Information Pack – See Appendix C

Shortlisting

- € Form panel – gender mix
- € Consider application forms against person specification criteria
- € Consider only fully completed forms (No CV's: question employment gaps)
- € Prepare shortlist based on panel's selection against criteria
- € Agree interview format, questions and administrative arrangements
- € Immediately seek two written references, one of which must be current or most recent employer
- € Retain notes/assessment forms for 6 months

Letter Inviting to Interview – See Appendix E

The Interview

- € Confirm Chairperson and panel (recommend minimum of 3 people, one of whom must be trained in safer recruitment)
- € Clarify terms and conditions of post (check with HR if necessary)
- € Confirm questions (including those relating to safeguarding) and selection process (note taking, assessment method, any weightings? etc.)
- € Ensure each candidate's identity and qualification documentation are checked (originals only); copied; originals returned to candidates
- € Conduct interview following agreed format

- € No discussion by panel between interviews: Full discussion only once all interviews completed
- € Agree who is to be offered post
- € Check references for prospective appointee
- € If references satisfactory, make offer
- € Issue pre-employment checks (CRB and medical)
- € Retain notes/assessment forms for 6 months

Appendix C

Candidate Information Pack

Candidate packs will include:

- € Application form, Job Description and Person Specification
- € Terms and Conditions of Post
- € Guidance on completing form(s): 'gaps' will be followed up, must be fully completed etc.
- € Equal Opportunities statement
- € Child Protection Policy/Safeguarding Statement
- € Rehabilitation of Offenders Act 1974 Policy statement
- € School information: Ofsted, SEN, Free School Meals, Attendance, Pastoral & Curriculum issues, Staff Code of Conduct, etc.
- € LA information
- € Interview procedure: Shortlisting, References, Panel composition: Process will look at both the post applied for and the candidate's attitude towards children/young people and safeguarding (including specific questions)
- € Reinforce that **two** references are required, one of which must be from current, or most recent employer
- € Enhanced CRB disclosure will be sought

Appendix D

Items for inclusion in interview invitation letter

- Post Title
- Date, time, venue, directions
- Membership of Panel
- Order of Interview
- Presentation/Other format?
- Statement to be included that:
“As well as assessing your suitability for this post, the panel will pose questions about your attitude to children and young people and the safeguarding and welfare of children and young people”.
- Requirement for an enhanced CRB check and pre-employment medical questionnaire
- Requirement to present at interview **original** documents to prove identity and qualifications;
 - Current passport or driving licence
 - Birth certificate issued within 12 months of date of birth
 - EU photographic ID card
 - HM Forces ID card (UK)
 - Adoption Certificate (UK)
 - Utility bill/financial statement showing current name and address
 - Certificates, diplomas, degrees, or letter of confirmation from the awarding body
 - Professional competence, e.g. QTS/GTC
- Contact name/number in school
- Repeat date and time of interview

Appendix E

Possible questions specific to Safeguarding/protection of children or young people

1. What attracted you to teaching/this post in school?
2. How do you think your own childhood may have influenced your interaction/practice with students?
3. What motivates you to work with children/young people?
4. Tell us about your interests outside work
5. What do you see as the professional challenges facing teachers?
6. Give an example of where you have had to deal with bullying behaviour between pupils. What did you do? What made it successful? What might you have done differently?
7. Young people can develop 'crushes'. How would you deal with this?
8. What would you do if you had concerns about a colleague's behaviour towards a child?
9. Give an example of how you have managed poor pupil behaviour
10. Give an example of when you have had to respond to challenging behaviour. How did this affect you emotionally? How did you cope with the aftermath?
11. When do you think it is appropriate to physically intervene in a situation involving young people?
12. What makes a school safe and caring?
13. What policies are important to support a safe environment?
14. What are staff's responsibilities in protecting children?
15. Give examples of what you would consider appropriate and in appropriate behaviour.
16. How would you define an appropriate teacher/pupil relationship?

Links to documentation;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf

<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf