Child Protection and Safeguarding Policy

REVIEWED SUMMER 2018

'Green Lane - A Big School with a Big Heart'

GREEN LANE CHILD PROTECTION and SAFEGUARDING POLICY

LEGISLATION AND STATUTORY GUIDANCE

This Child Protection Policy takes account of DfE and OFSTED requirements and follows guidance and procedures issued by the Local Safeguarding Children Board (LSCB). It reflects the importance of safeguarding children and promoting the welfare of children in accordance with:

- **Working Together to Safeguard Children March 2015**
- **Keeping Children Safe in Education September 2016**
- **Part 3 of the Education (Independent School Standards) Regulations 2014,** which places a duty on academies to safeguard and promote the welfare of pupils at the school
- **The Children Act 1989 (and 2004 amendment)**, which provides a framework for the care and protection of children
- **Section 5B(11) of the Female Genital Mutilation Act 2003,** as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- **Statutory guidance on FGM**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children
- **Schedule 4 of the Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children
- **Statutory guidance on the Prevent Duty,** which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

GENERAL PRINCIPLES

These procedures enable all the agencies to share the common aim of protecting children, promoting their welfare and working in partnership with parents.

Our policy applies to all staff, governors and volunteers working in the school. Green Lane fully recognises its responsibilities for child protection. Effective child protection work requires inter-agency and multi-disciplinary practice and co-operation. The child's welfare is of paramount consideration. Every child has the absolute right to a childhood free from neglect and from physical, emotional and sexual abuse. Parents have a right to be informed and children are best kept safe when parents and school work together.

Green Lane takes seriously its duty to pastoral care. It provides a stable, consistent and supportive environment for children and child protection is one aspect of this pastoral care and as such has an important role in the prevention and treatment of child abuse. Children are seen on a daily basis and therefore members of staff, both teaching and support staff, are well placed to observe outward signs of abuse, neglect, changes in behaviour or failure to develop.

AIMS

- To be proactive in seeking to prevent children becoming the victims of abuse or neglect and ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare
- To ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- To ensure that staff, governors and all relevant adults understand their statutory responsibilities and required actions in relation to child protection and safeguarding.
- To raise awareness of child protection issues and:
    - ensure all staff are appropriately trained in recognising and reporting safeguarding issues
    - ensure children understand their right to be free from harm.
- To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse or neglect
- To support pupils who have been abused in accordance with his/her agreed child protection plan and to equip children with the skills needed to keep them safe
- To establish a safe environment in which children can learn and develop.
- To ensure we have a Designated Safeguarding Lead for child protection who has received appropriate training and support for this role.

DEFINITIONS – (See Appendix 1 for further guidance)

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child Protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. **Children** includes everyone under the age of 18.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

FGM (Female Genital Mutilation)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

Radicalisation and Extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Child Sexual Exploitation

Defined as: 'exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.'

Forced Marriage (FM)

It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence (not arranged marriage).

EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.
We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

ROLES AND RESPONSIBILITIES

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and follows guidance and procedures issued by the Local Safeguarding Children Board. Our policy and procedures also apply to extended school and off-site activities.

The Role of Academy Staff
All staff will:

- Know the name and understand the role of the Designated Safeguarding Lead.
- Know and understand our systems which support safeguarding, including the Staff Safeguarding Code of Conduct (See Appendix 3)
- Have read and understood their responsibility with regard to **Keeping Children Safe in Education 2016.**
- Understand that they have an individual responsibility for referring child protection concerns using the proper channels and procedures.
- Know what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- Understand the process for making referrals to the Designated Safeguarding Lead
- Understand the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation
- Undertake the relevant training as required and directed.
- Be familiar with the Child Protection and Safeguarding Policy and all related policies. (See below)
- Endeavour to support pupils through:
    - establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to
    - ensuring that children know that there are adults in the school whom they can approach if they are worried
    - including opportunities in the PSHE and Citizenship Curriculum for children to develop the skills they need to recognise and stay safe from abuse
    - planning activities from our Core Skills Curriculum which encourage self-esteem, self-motivation, and independence
    - 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.
    - consistent implementation of the Academy's behaviour management policies.
    - regular liaison with other professionals and agencies who support the pupils and their families.

- a commitment to develop productive, supportive relationships with parents.

The Designated Safeguarding Lead (DSL)

Our DSL lead is Lynn Tate (Child Protection Officer/Learning Mentor) supported by Jackie Walsh (HT.) The DSL and HT take the lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL and the HT are absent, the PSA and DHTs are all trained to DSL Level.

The DSL is given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Ensure effective links are developed and maintained with relevant agencies and co-operate as required with their enquiries regarding child protection matters including: attendance at case conferences; preparing reports following Social Care guidelines and distributed to all attending case conferences; taking part in strategy discussions and inter-agency meetings; and/or supporting other staff to do so.
- Ensure all child protection records are securely stored, separate from the main pupil files, in a locked location
- Ensure CPOMS is used to electronically store information with varying levels of access available to staff
- Contribute to the assessment of children
- Refer cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make the initial referrals
- Ensure parents are informed of any concerns about their children (providing it does not compromise their safety) and help and support them as necessary
- Ensure that they are fully conversant with the LSCB Child Protection Procedures and Keeping Children Safe in Education 2016.
- Have responsibility for organising training on all aspects of child protection within the school and act as a point of reference on child protection issues for other staff. This will include the induction of new staff members.
- Ensure that they undertake relevant and refresher training annually.
- Provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know:
    - their personal responsibility
    - the procedures to follow
    - the need to be vigilant in identifying cases of abuse
    - how to support and to respond to a child who tells of abuse

The DSL will also keep the Head Teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The Governing Body

The Governing Body are accountable for ensuring that the Academy has a Child Protection and Safeguarding Policy and procedures in place and for monitoring the Academy's compliance with them. In addition they should:

- Ensure that the child protection policy is available to anyone working in school,
- Nominate a designated governor for child protection and safeguarding – currently Mrs Carolyn Armitage
- Ensure procedures are in place for dealing with child protection disclosures, concerns and subsequent actions
- Ensure procedures are in place for dealing with allegations of abuse by staff
- Nominate a member of the governing body (currently Chair - Mr Mark Pagan) to be responsible for liaising with the LA and/or outside agencies in the event of allegation of abuse being made against the Head Teacher
- Review the policy and its procedures on a regular cycle

The Head Teacher

The Head Teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Ensure that knowledge of child protection procedures is included on the induction processes of all new and temporary staff and volunteers
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer.
- Ensuring the relevant staffing ratios are met.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.
- Ensure confidential transferral of child protection information when a child on the child protection register joins a new school
- Ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- Ensure that parents have an understanding of the responsibility placed on the Academy for child protection by setting out its obligations in the Academy Brochure.

The Role of Pupils

- Follow any guidelines for behavior and conduct, including management of their own feelings and behavior, and around bullying, and how they relate to others
- Be made aware of basic safeguarding procedures in school such as; visitors signing in, wearing visitor badges, never to open an external door to visitors
- Learn how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media
- Through personal, social, moral, cultural and spiritual development, including through access to cultural experiences and work experience so that they are well prepared to respect others and contribute to wider society and life in Britain today
- Know who to speak to in school if they have concerns of their own or about others

CONFIDENTIALITY

Protecting children from abuse can only be successful if the professionals involved do all they can to work in partnership and share and exchange relevant information.

Ethical and statutory codes concerned with confidentiality and data protection are not intended to prevent the exchange of information between professionals who have a responsibility to child protection.

The degree of confidentiality is governed by the need to protect the child.

Information from parents about possible child abuse cannot be kept confidential. The academy has a duty to pass this on to Social Care. In addition, information and records about children on the Child Protection Register will be given only to those people who need it and will be kept confidentially by them.

DISCLOSURE and TAKING ACTION

Disclosure
A child may disclose any aspect of abuse to another child/adult. In the latter case staff should proceed as advised during training - briefly as follows:

The emphasis should be on listening carefully, being supportive and reassuring:

- listen to the child rather than ask questions
- do not stop a young person who is freely recalling significant events
- remain calm, and do not give the child the impression that what they have said is shocking or upsetting
- don't make promises to the child about what may or may not happen next
- provide only reassurance that is realistic and achievable
- Explain to the child that the information must be passed on to the relevant person in order that
- discuss with the child what you think will happen next and who will be involved – explain to the child that the information cannot be kept a secret but must be given to the relevant person in order to ensure their safety.
- refer all disclosures to the Designated Safeguarding Lead without delay – do not investigate yourself
- make a report of the discussion as soon as possible, taking care to record the timing, the setting, the people present, as well as the content of what was said, quoting wherever possible the words used by the child and not what you think they mean (using Academy Proforma).

Suspected Abuse/Neglect

- Any member of staff who is concerned that a child may be suffering from abuse and/or neglect must inform the Designated Safeguarding Lead immediately. They will advise the member of staff of further information required prior to referral to Social Care (First Contact).
- In the absence of the Designated Safeguarding Lead a senior member of staff should be informed who will alert the Social Care if required.
- A record of concerns or incidents with the date will be needed for current/future reference.

Concern but No Allegation Or Suspected Abuse

Concerns should be discussed with the Designated Safeguarding Lead who will assess possible forms of action. This may necessitate -

- Formal/informal liaison with other agencies
- Making an Early Help referral
- Making a referral to Social Care on behalf of the child who may require help or support other than protection from harm
- Contacting the child's parents if appropriate
- Noting and recording the concerns for future reference (use Academy Proforma)

In those cases where the situation is not clear but there is concern for the pupil's safety the LA First Contact staff are available for advice and consultation.

Allegations of abuse made against other pupils
We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up". Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk

- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil the following procedure will be followed:

- The allegation is recorded in the same way as for other disclosures - outlined above Disclosing and Taking Action.) You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Early Help (formerly CAF)

If early help is appropriate, the DSL will liaise with other agencies in setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

CHILD PROTECTION REGISTRATION

When a pupil's name is added to the Child Protection Register the Academy will be represented on the core group and will play an active part in the creation and implementation of the Child Protection Plan.

For as long as a child's name appears on the Register they will be supported by the Academy and their progress will be monitored. Records will be maintained and shared within core groups. Any evidence of future abuse/neglect will be immediately referred to the child's Social Care key worker.

TRANSFER OF RECORDS

If a child whose name appears on the Child Protection Register transfers to another school then the Designated Safeguarding Lead (Learning Mentor) will arrange for the transfer of the child's records including information about registration.

DE-REGISTRATION

A child's name can only be removed from the Child Protection Register by a Child Protection Review Conference.

CHECKING ADULTS IN SCHOOL

Please refer to Safer Recruitment Policy and Procedures

ALLEGATIONS AGAINST STAFF

These will be taken seriously and investigated in line with the procedures outlined in Allegations Against Staff Policy and help will be sought from the LADO (Local Authority Designated Officer) as required.

WHISTLEBLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and should refer to, and follow, the procedures outlined in the Whistle Blowing Policy.

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

Handling and Relationships Policy
Anti Bullying Policy
Allegations Against Staff Policy
Looked After Children Policy
Inclusion Policy
All E- Safety Policies and Technology Policies
Safer Recruitment and Selection Policy
Health and Safety Policy
Bodily Fluids and Clinical Waste Policy
Continence Management Procedures
Single Equality Policy
Whistle Blowing Policy
The Prevent Duty
Data Protection Policy

APPENDIX 1

Types of Abuse
Abuse, including neglect, and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

FGM (Female Genital Mutilation)
The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place

- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating
    - Having frequent urinary, menstrual or stomach problems
    - Avoiding physical exercise or missing PE
    - Being repeatedly absent from school, or absent for a prolonged period
    - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
    - Being reluctant to undergo any medical examinations
    - Asking for help, but not being explicit about the problem
    - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society
    - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
    - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
    - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
    - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
    - Being unexpectedly absent from school
    - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Any teacher who discovers that an act of **FGM** appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty. The DSL and the HT will provide support to teachers in such an instance. This duty above does not apply in cases where a pupil is **at risk** of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
Any member of staff, who is not a teacher, who discovers that an act of FGM appears to have been carried out or is suspected on a pupil under 18 must speak to the DSL who will follow local safeguarding procedures. (See Appendix 1 for more detail)

Preventing Extremism and Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.
Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.
We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.
There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.
Staff will be alert to changes in pupils' behaviour.
The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.
If staff are concerned about a pupil, they should discuss this with the DSL and the hT
Staff should always take action if they are worried.
If a child is not at immediate risk of harm, staff should where possible, speak to the DSL and the HT first to agree a course of action. Where there is a concern, the DSL and The HT will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. There is also an email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

CSE (Child Sexual Exploitation)
The Academy recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our Academy.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen though inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved.
The following list of possible indicators, particularly those that apertain to primary-aged children. It is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- receiving unexplained gifts or gifts from unknown sources
- having older boyfriends or girlfriends
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records

Forced Marriage (FM)
It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence (not arranged marriage). Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always refer to DSL who will refer to the relevant agencies.

APPENDIX 2

GREEN LANE PRIMARY ACADEMY

SAFEGUARDING - CODE OF CONDUCT

FOR STAFF EMPLOYED IN GREEN LANE PRIMARY ACADEMY

SAFEGUARDING STATEMENT

"**The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."**

For teachers, and in addition to the general guidance about conduct for staff, volunteers etc. the Teachers' Standards will apply.

For support staff the expectation is that they will uphold the general principles in Part Two: Personal and Professional Conduct of the Teachers' Standards appropriate to their role and duties in the school.

UNACCEPTABLE PROFESSIONAL CONDUCT

"Conduct which falls short of the standard expected of a registered teacher and behaviour which involves a breach of the standards of propriety expected of the profession."

INTRODUCTION

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff relate to pupils, and where opportunities for their conduct to be misconstrued might occur. Staff must at all times exercise professional judgement and standards of behaviour in their dealings with pupils. For the vast majority of staff this guidance will serve only to confirm what has always been their practice. If staff have any doubts about the advice contained in this document they should consult the Head Teachers.

CHILD ABUSE

Child abuse may be physical, sexual or psychological. Whilst child abusers may be relatives or friends of the family, some meet children in other contexts. The Head Teachers and staff will do all they can to ensure that the environment within school encourages pupils and staff to make truthful reports of any inappropriate behaviour.

The action to be taken by staff when they suspect a pupil is being abused by a person outside or inside the school, and the steps that should be taken if an allegation of abuse is made are set out in the academy's child protection procedure and all staff should be familiar with that.

GUIDELINES FOR STAFF

Private meetings with pupils.

(a) 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.

(b) Meetings with pupils away from the school premises should never be arranged.

Physical contact with pupils

(a) 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 questions being raised. As a general principle staff must 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.

(b) 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 academy.

Where physical contact may be acceptable

(a) 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 does not become unnecessary and unjustified contact. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he / she should seek the advice of the Head Teacher.

(b) 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. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

(c) 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 staff should follow the procedures and techniques covered in the Team Teach Positive Handling Strategies Training. Where a member of staff has taken action to physically restrain a pupil he / she should report the incident to the Head Teachers using the Physical Intervention Report Form. Only staff who have had training should intervene physically – unless in an extreme emergency where children are in danger of being harmed.

Caring for pupils with particular problems

(a) 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.

(b) All children with a continence problem must have a Continence Management Plan which is drawn up jointly with school, parent and relevant health professionals.
In the case of children who do not have an identified continence problem with an associated management plan and have a one off 'accident' parents should be contacted either to come and change them or take them home to do so.

Relationships and attitudes

(a) 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.

(b) All staff should ensure that their relationships with pupils are 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, demeanours and language all require care and thought.

(c) 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 behaviour 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

(a) 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. Such conversations must be conducted in line with our Child Protection Procedures.

(b) 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 use professional judgement as to 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

(a) 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.

(b) 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 an 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.

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. On such occasions the Head Teacher may request that the member of staff or volunteer should provide a written report of the incident.