

Village Infants

Child Protection

And

Safeguarding Policy



September 2024

Child protection and safeguarding policy

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Policy reviewed by: Y Cattle (DSL)

Nominated Governor	Date:.....Lee Buckingham.....
Chair of Governor	Date:.....Harriet Spoor.....
Designated Safeguarding Lead	Date:.....Yolanda Cattle.....
Deputy Safeguard Lead	Date:.....Amy Whiffin.....

Policy statement and principals

The governors and staff of Village Infants fully recognise the contribution they make to safeguarding children. We recognise that staff including volunteers, have a collective responsibility and full and active part to play in protecting our children from harm.

All school staff and governors have a responsibility to ensure that our school provides a caring, positive, safe and stimulating environment in which all children can learn; and in promoting the social, physical and moral development of the individual child.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- early help: our school has a role in identifying children who may benefit from support as soon as a problem emerges
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Local Safeguarding Partners for Multi-Agency safeguarding arrangements. Local Authority, Clinical Commissioning Group and Police]

Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

Definitions

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that 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

Abuse is a form of child maltreatment that can be physical, sexual or emotional.

This can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the **designated safeguarding lead** at the school

Child includes everyone under the age of 18.

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

Safeguarding legislation and guidance

The following safeguarding legislation and guidance have been considered

- Section 175 of the Education Act 2011
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2021
- Working Together to Safeguarding Children 2023
- Keeping Children Safe in Education 2024
- What to do if you're worried a child is being abused 2015

Roles and responsibilities

Key personnel

The designated safeguarding lead (DSL) is Yolanda Cattle – Headteacher

Contact details: email: ycattle@village.bardaglea.org.uk tel: 020 8270 6589

The deputy designated lead is Amy Whiffin – Deputy Headteacher

Contact details: email: awhiffin@village.bardaglea.org.uk tel: 020 8270 6589

The Chair of Governors is Harriet Spoor

Contact details: email: office@village.bardaglea.org.uk

The nominated child protection governor is Lee Buckingham

Please note: All of these people can be contacted via the school office.

Please see information on the Village Safeguarding Team in Appendix 4

The

Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of Safeguarding Partner Arrangement procedures
- makes staff aware of Safeguarding Partner training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, discussions and decisions, detailing the rationale for any decisions made. They should ensure that such records are stored securely, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the Safeguarding Partners
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the Deputy DSL and nominated governor and as appropriate
- makes the child protection policy available publicly

The deputy designated safeguarding lead:

Will receive training to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Good practice guidelines and staff code of conduct

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues eg KCSIE 2023
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Children who may be particularly vulnerable

All children are vulnerable, but some groups are more vulnerable than others. Be even more alert to pupils with SEND and children who are LGBTQ+. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to pupils who:

- Are in challenging family circumstances – for example, drug and alcohol misuse, adult mental health issues and domestic abuse
- Are SEND
- Are LGBTQ+
- Are young carers
- Are at risk of honour-based abuse, such as forced marriage or female genital mutilation (FGM)
- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime or county lines
- Are at risk of being radicalised or exploited
- Are at risk of modern slavery, trafficking, sexual or criminal exploitation
- Are educated at home and therefore less visible to the services that are there to keep them safe and supported in line with their needs
- Are at risk of discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- Are living in temporary accommodation
- Are asylum seekers
- Are looked after by the Local Authority
- Are unable to speak English as a first language

This list provides examples of additionally vulnerable groups and is not exhaustive.

Children who are absent from education – These children are on roll but regularly not attending

Children missing from education – These children are not on a school roll. Being absent from education, and missing education, are vital warning signs of safeguarding risks to a child. It could indicate that a child is being abused or neglected, or that a child is being sexually or criminally exploited. Attendance, absence and exclusions are closely monitored. The attendance team will monitor unauthorised absence and take appropriate action including notifying the local authority. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Early Help means providing support as soon as a problem emerges at any point in a child's life. Staff should be particularly alert to the need for early help for a child who is frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from school or an alternative provision or has a parent or carer in custody.

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about a Headteacher should be reported to the Chair of Governors.

Whistleblowing helpline – the NSPCC whistleblowing helpline is for staff who feel unable to raise concerns about safeguarding practices or issues internally.

Whistleblowing Advice Line

Call 0800 028 0285

Email help@nspcc.org.uk

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors (further guidance in KCSIE 2024)

KCSIE 2024 divided this section into two parts. The first section being the normal procedures for managing allegations and the second, for recording low-level concerns.

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work

- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO)

Low-level concerns should be reported to the DSL or a deputy. If there are concerns about a DSL these should be reported to the Headteacher, if there are concerns about the Headteacher these should be reported to the Chair of Governors. The DSL or deputy should record all low-level concerns. The DSL or deputy will consult with the local authority designated officer (LADO) as appropriate. The Safeguarding Advisor for Schools and LADO for Education and Early Years for Barking and Dagenham is currently Mike Cullern.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff and Governors will receive annual training organised by DSL. All staff will also receive safeguarding and child protection updates via email, website access and staff meetings throughout the year.

Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2023) and Safeguarding Partner Arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full. At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the schools day.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge,

which confirms they have permission to be on site. Parents who are simply delivering or collecting their children and remain in the Reception Area do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

Off-site arrangements

All off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where activities are provided by and managed by the school, our own child protection policy and procedures apply.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Staff/pupil online relationships

The school provides **advice** to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation

Staff may not communicate with pupils online (including accepting pupils as friends on social media sites) except through school systems and equipment. Staff are reminded that where their personal online activity or presence could be publicly available they are expected to maintain consistency with their professional status and influence.

Recording Devices including Mobile Phones

Staff or pupils may not record images of pupils except on school devices which may not leave the site unless it is part of an off-site visit and covered in the safe guarding aspect of the risk assessment.

Filtering and Monitoring Systems

These provide a safe environment to learn and work by protecting pupils and staff from harmful and inappropriate content online. All staff need to follow policies and procedures, report any problems and monitor what is happening on screens. The DSL takes lead responsibility for filtering and monitoring reports and any safeguarding concerns that appear. At Village the service provider (Elementary) has technical responsibility for maintaining and managing our system.

Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse, neglect and exploitation.

Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2023) refers to the categories of abuse. These are set out at **Appendix One** along with indicators of abuse.

Bullying

While bullying between children is not a separate category of abuse, neglect and exploitation, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures and the school behaviour policy.

Taking action

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Sadly, we must think the unthinkable!

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible on the day to the DSL
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete the school orange record of concern
- seek support for yourself if you are distressed.

If you are concerned about a pupil’s welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil’s behaviour may have changed or you may notice physical signs/injuries. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

KCSIE 2024 states that all staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a **professional curiosity** and speaking to the DSL if they have concerns about a child.

Staff should record these early concerns. All concerns must be recorded on CPOMS or an orange concern form and the person making the record must give the form **to the safeguarding lead, deputy or a member of the safeguarding team. [Appendix 2]**

If a pupil discloses that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff**

member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings etc
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the **record of concern form** (Appendix 1) and hand it to the DSL as soon as possible
- seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, [headteacher] and deputy DSL or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2022)* emphasises that **any** member of staff can contact children’s social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 2018.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate

- timely
- secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share. Electronic information will be shared using Office 365. School to confirm this before all emails are shared with other professionals.

Written and printed child protection information will be stored in a locked cupboard.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL.

Referral to children's social care

The DSL or Deputy DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. The DSL has a duty to follow up on a referral where concerns have not been addressed and if the child's situation has not improved.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child from immediate danger or risk of harm.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Contact Details for LBBB Assessment team are:

020 8227 3811

<http://www.bdsafeguarding.org>

<https://www.lbbd.gov.uk/early-help-and-support-for-families>

In an emergency outside normal office hours, please contact the Police (999).

If a referral is made without the DSL's knowledge, they should be informed as soon as possible. Concerns and actions must be recorded in writing, signed and dated.

Specific Issues

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

Child Sexual Exploitation [CSE] *further guidance in KCSIE 2023*

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Child Criminal Exploitation [CCE] *further guidance in KCSIE 2023*

This is child abuse where children and young people are manipulated and coerced into committing crimes.

Honour-Based Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. If a teacher discovers, in the course of professional work, an act of FGM, they must report this to the police.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women. School staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by girls about going on a long holiday during the summer holiday period. Where a case of FGM is disclosed by or visually identified in a child under the age of 18 staff are legally required to make a report to the police under the FGM Mandatory Reporting Duty. For known cases of FGM call 101. Say you are making a report under the FGM mandatory reporting duty. Take note of the reference number you're given.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

child-on-child abuse (Harmful Sexual Behaviour) *further guidance in KCSIE 2024*

All staff should be aware that children can abuse other children. All staff should understand the importance of challenging inappropriate behaviour between children and young people. Staff should also recognise that downplaying certain behaviours as “just banter” or “boys being boys” can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse. Staff should understand that even if there are no reports of child-on-child abuse in their school, this doesn’t mean it is not happening. If staff have any concerns about child-on-child abuse, they should speak to the designated safeguarding lead (DSL) or a deputy.

Review of Sexual Abuse in Schools and Colleges, Ofsted Response June 2021

Whilst the Ofsted review appeared to indicate that the prevalence of harmful behaviour, including online, increased as children get older, we need to remain alert to early indicators of problematic behaviour in primary age children and as a preventative measure, **ensuring that a strong PSHE curriculum from an early age, sets the foundations of healthy relationships and empowering children to be able to keep themselves and their peers safe.**

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are susceptible to extremist ideology and radicalisation: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Whilst Islamic extremism is currently the most widely publicised form, we recognise that we also need to remain alert to the risk of radicalisation into white supremacy extremism. School staff receive training to help to identify signs of extremism. Include in the curriculum opportunities for PSHE, SEAL and class assemblies which equip children/young people with the skills they need to stay safe from harm and to know to whom they should turn for help. Every opportunity will be used to ensure pupils learn right from wrong, mix and share with other pupils and learn to value the views of others. They will also be taught how to accept similarities and differences and how to challenge negative attitudes and stereotypes.

The school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL who will notify the local authority of the circumstances.

Policies and documents to support Safeguarding/Child Protection Policy

- Guidance on Safe Working Practices for the Protection of Staff and Children in Educational settings, and Keeping Children Safe in Education 2022 KCSIE
- Behaviour policy
- Whistleblowing policy
- Positive Handling Policy
- Touch Policy
- Intimate Care Plan
- SEND Policy
- Anti-bullying Policy
- Single Equality Plan
- Health and Safety policy
- Safer Recruitment policy
- E safety policy
- Disclosure and Barring Service Checks Policy
- Staff Induction Folder
- Staff Code of Conduct Protocol
- Volunteer Helpers Protocol and Agreement

Categories of abuse

Abuse is a form of child maltreatment that can be physical, sexual or emotional.

This can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects. This includes parental conflict. Some level of conflict between parents is often a normal part of everyday life and is not always bad. However, parental conflict can become a safeguarding concern if it's: frequent, intense, poorly resolved. This type of conflict can have a significant negative impact on children's mental health and long-term life chances.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Sexual Exploitation (CSE):

Involves children being sexually exploited for money, power or status.

It can involve violent, humiliating and degrading sexual assaults.

Neglect

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); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child-on-child abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and online. If staff have any concerns regarding child-on-child abuse they should speak to the DSL (or Deputy)

Domestic Abuse

All staff should be aware that domestic abuse can be psychological, physical, sexual, financial or emotional. It can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Gangs/county lines/criminal activity

This category has been added recently following LBBD sharing of gang activity. Can involve money, drugs, gifts, affection or status.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of all staff to report their concerns. At Village Infants this is done using CPOMS. Some support staff and MDAs may also prefer to use APPENDIX 2 as a hard copy. The main thing is that concerns are reported and children are kept safe. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority

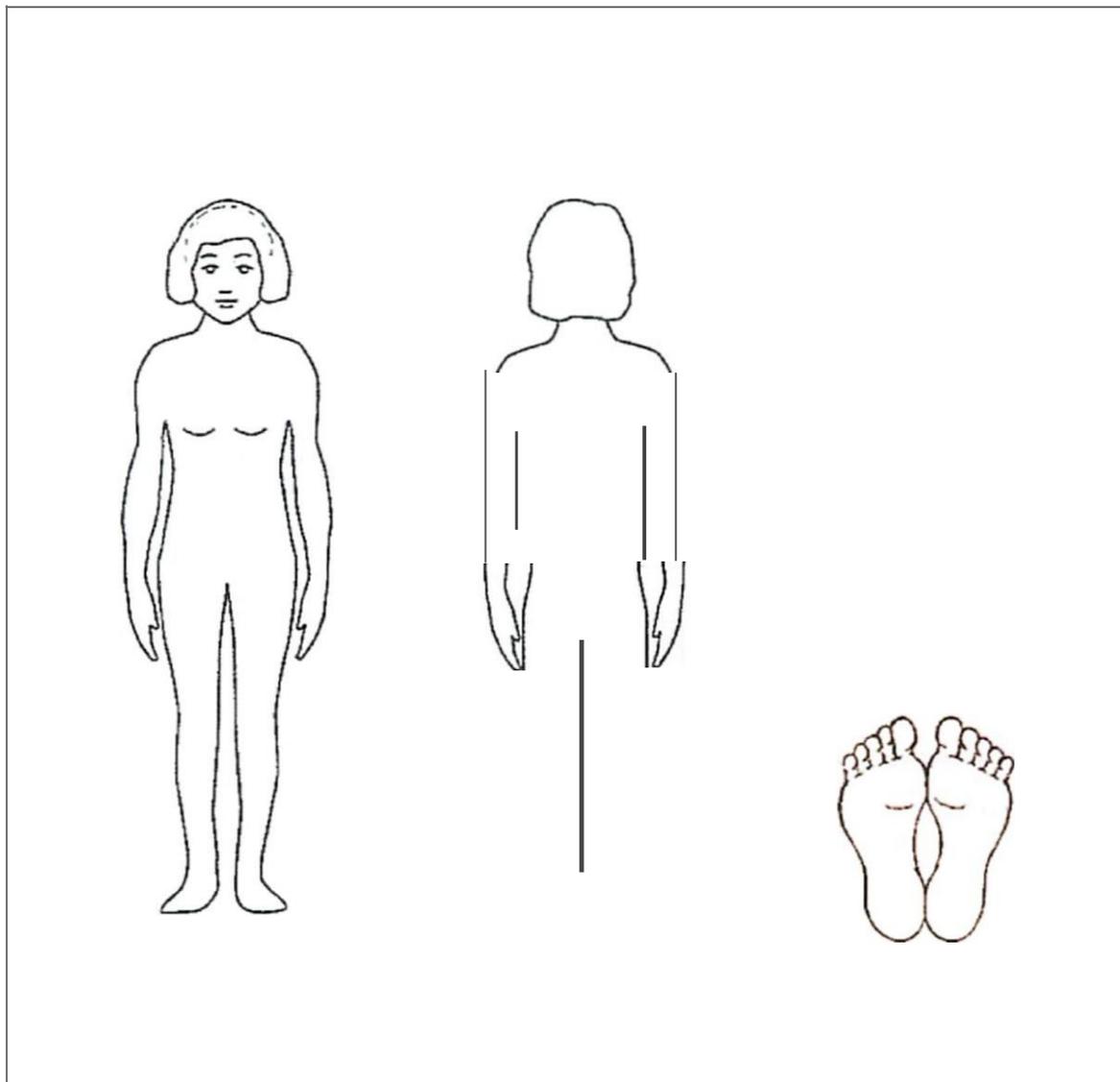
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix 3 BODY MAP

Name of Child

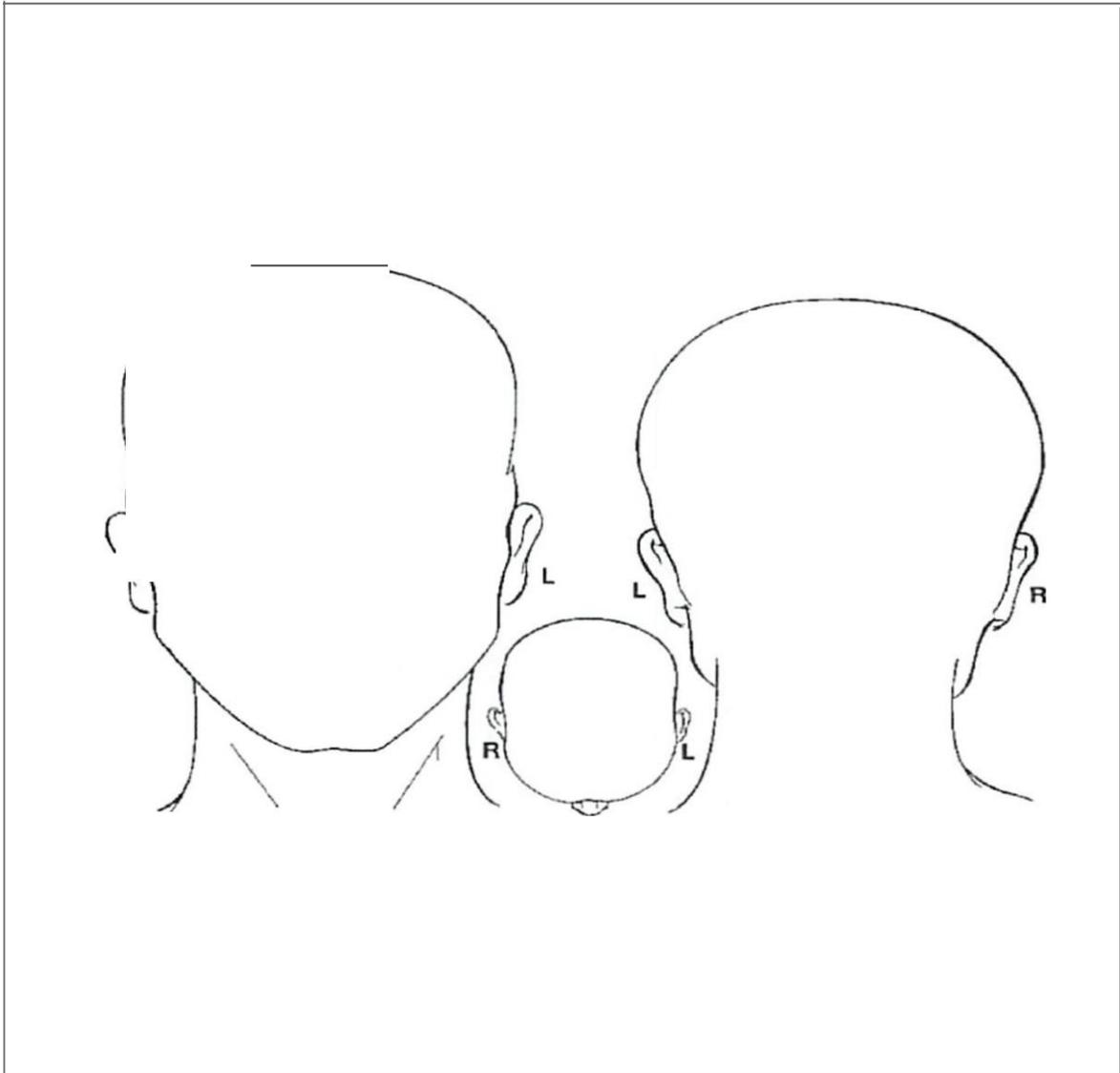
Date



NO	Length (cm)	Breadth (cm)	Shape	Colour	Cause	Accidental/ Non accidental/ Non conclusive

Name of Child

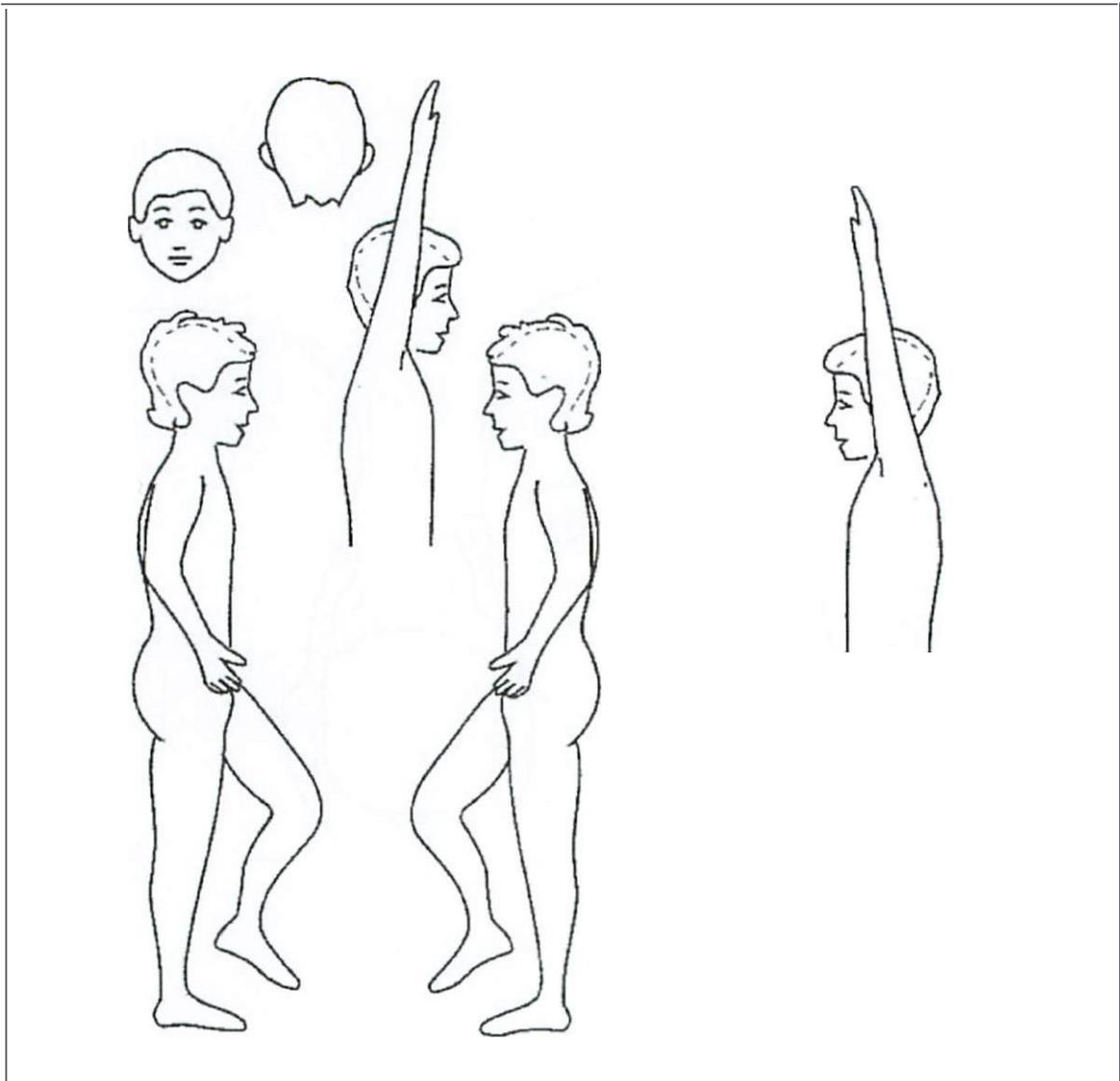
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Name of Child

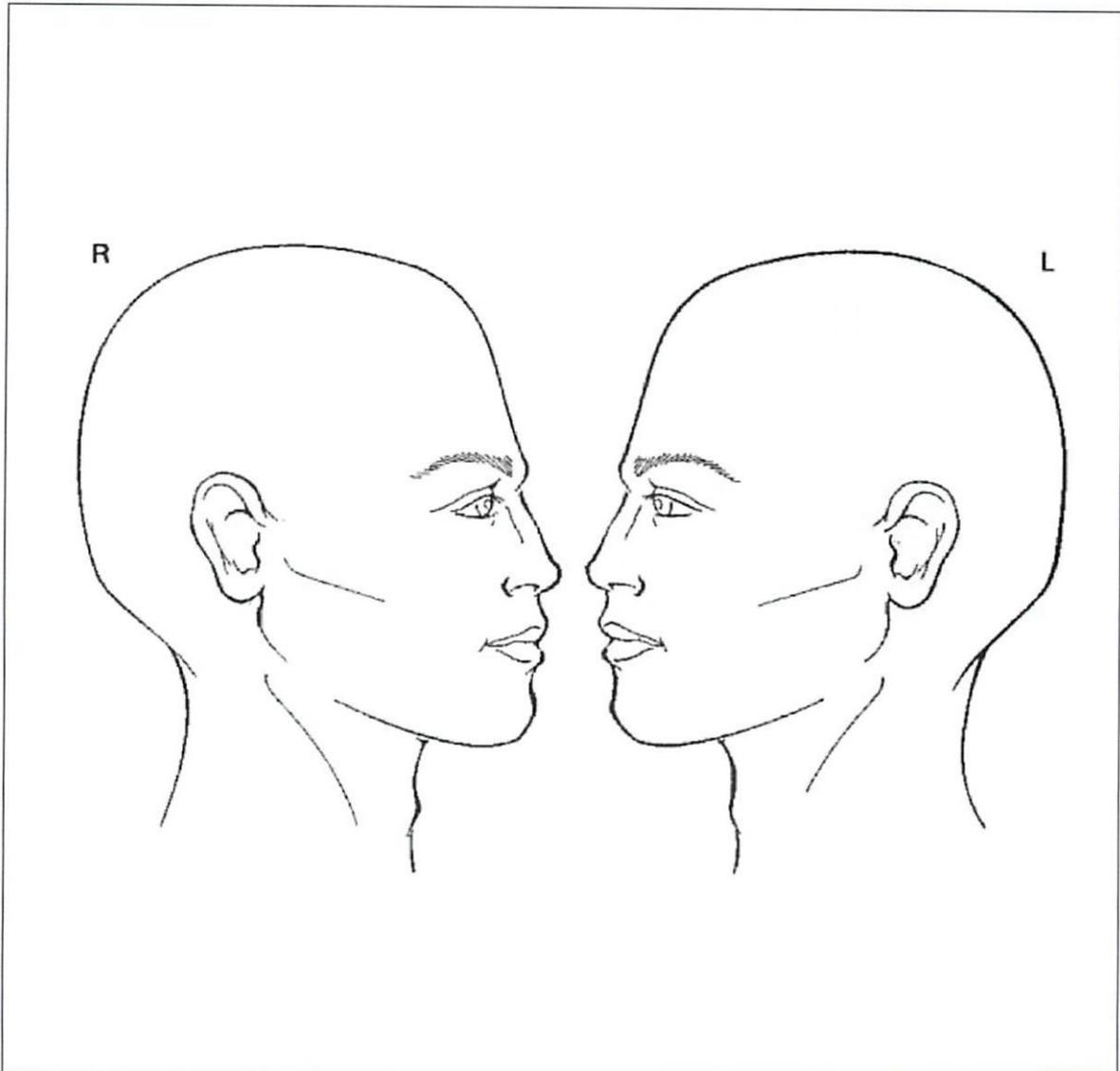
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NO	Length (cm)	Breadth (cm)	Shape	Colour	Cause	Accidental/ Non accidental/ Non conclusive

Name of Child

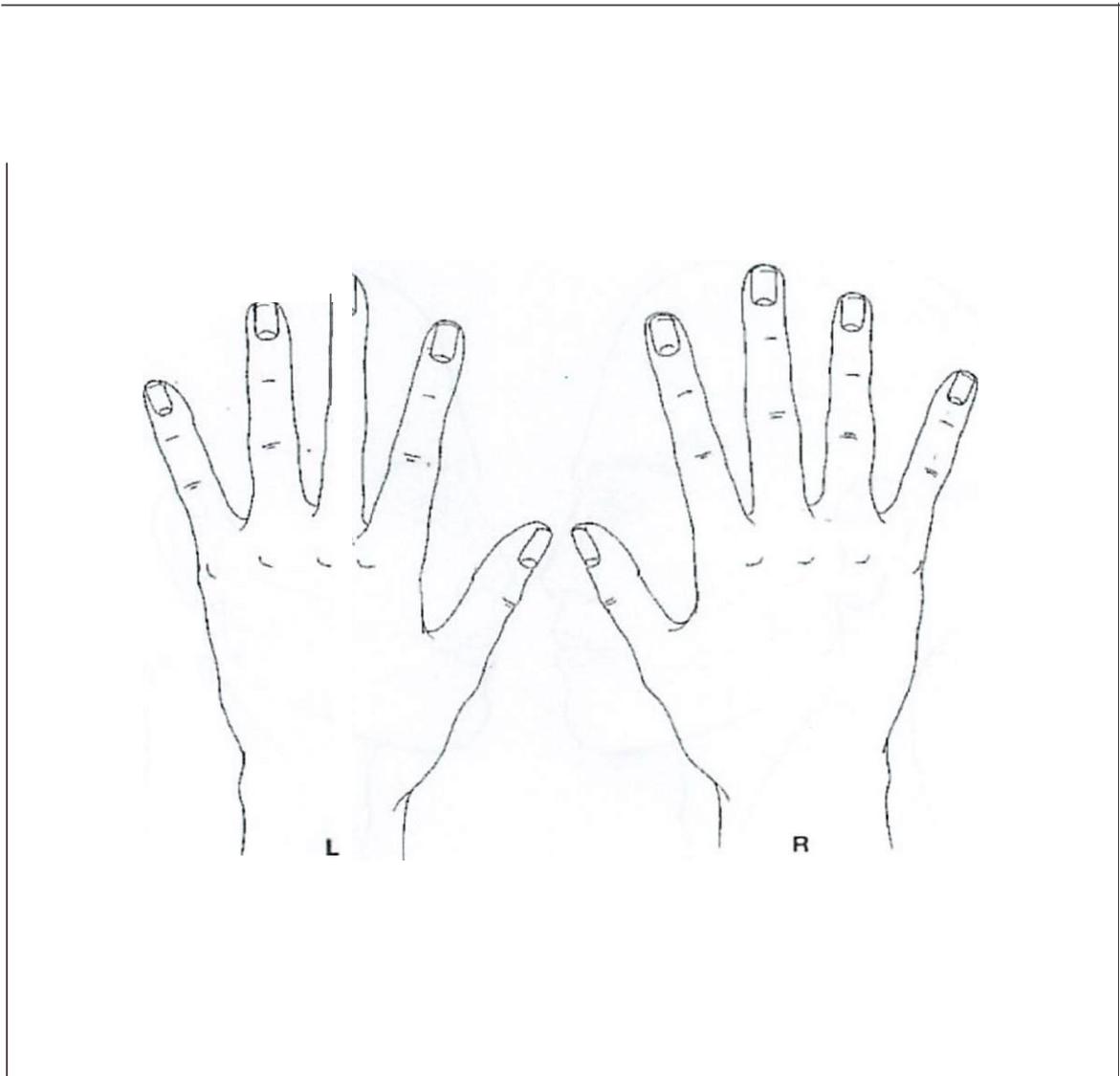
Date



NO	Length (cm)	Breadth (cm)	Shape	Colour	Cause	Accidental/ Non accidental/ Non conclusive

Name of Child

Date



NO	Length (cm)	Breadth (cm)	Shape	Colour	Cause	Accidental/ Non accidental/ Non conclusive



Village Infants School

Who should I talk to if I am concerned about the safeguarding or welfare of a child in our school?

Yolanda Cattle- Designated Safeguarding Lead



Amy Whiffin – Deputy Designated Safeguarding Lead

Other members of the Safeguarding Team:



Jade Allison
Kaur



Debbie Rosaman



Kam



Cassie Davis



Louisa Spoor

What will they do? Investigate and they may refer the case to an outside agency

What if I am still worried? Ask the person you told and ask about any actions and the impact

Can I refer a concern to social care? Yes- Call 02082273811 or 02082153000 (out of hours)

What if the child is out of borough? Call their Safeguarding Children’s Board

-Havering 01708433222 or 01708433999 (out of hours) -Newham 02073734600 or 02084302000 (out of hours) -Redbridge 02087083885 or 02087065897 (out of hours)

What if I am worried about radicalisation? Tell a Safeguarding Lead immediately and/or call the counter-extremism hotline 02073407264

What if I am worried about an adult harming a child in school? Tell Yolanda straight away or call the Local Authority Designated Officer 02082273934

What if I have a concern involving Yolanda? Contact the chair of governors Harriet Spoor harriet.spoor@lbbd.gov.uk or hspoor@village.bardaglea.org.uk or 07507366363