

# \*HERRICK PRIMARY SCHOOL\*



## SAFEGUARDING & CHILD PROTECTION POLICY AND GUIDELINES 2018/2019

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

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Mrs G Smart (Chair of Governors)			November 2018

Introduction	3	
Overall Aims	4	
Key Processes - Expectations; Staff - Visitors - Statement for Parents/Carers - Extended School Activities	5	
Procedures	6	
Responsibilities; Designated Safeguarding Lead	7	
Headteacher	8	
Governing Body	9	
Supporting Children	10	
Confidentiality	11	
Supporting Staff	11	
Allegations Against Staff	11	
Whistleblowing	12	
Preventing abuse	12	
Policy Specifics;	13	
Safeguarding students vulnerable to Extremism	13	
Contextual Safeguarding	14	
Child Sexual Exploitation (CSE) & Trafficking	14	
Grooming & Sexting	15	
Sexual violence & sexual harassment between children – inc. Peer on Peer Abuse/Children using Abusive Behaviour	16	
Domestic Violence & Abuse including Domestic Violence in Teen Relationships	17	
Child Missing From Education	18	
Female Genital Mutilation (FGM)	19	
Forced Marriage/Honour Based Violence	19	
Abuse linked to Faith, Beliefs and Culture	20	
Early Help	21	
Bullying and Safeguarding / The Law	21	
Children and the Court System	21	
Children with family members in prison	22	
Child criminal exploitation: county lines	22	
Homelessness	22	
Gang & Youth Violence	23	
Private Fostering	23	
What to do when we are concerned	24	
Online Safety	24	
Policy Review	25	
Other relevant policies within school	25	
Useful Contacts	26	
Appendix 1 - Definition & Indicators of Abuse	27	
Appendix 2 - Procedures; If you're concerned about a child	33	
Appendix 3 - Procedures; Allegations against a staff member	35	
Appendix 4 - Procedures; Avoiding allegations of abuse for Staff/Volunteer	36	
Appendix 5 - Indicators of vulnerability to radicalisation	37	
Appendix 6 – Whistleblowing Policy	38	
Appendix 7 – Channel Programme	47	
Appendix 8: Anti-Bullying/Cyber Bullying	Appendix 9: Anti Terrorism Policy	Appendix 10: Anti-Harass.- Pupils

## 1 Introduction

1.1 Herrick Primary School fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests of the child**. (KCSIE18). The aim of this policy is to safeguard and promote our pupil's welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils maintain an attitude of 'it could happen here' where safeguarding is concerned. This policy sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

### Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Herrick Primary School is committed to safeguarding and promoting the welfare of all its students and we believe that:

- All children have the right to be protected from harm, need to be safe and to feel safe in school;
- This means our staff consider, at all times, what is in the best interest of the children/ young people
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children have the right to speak freely and voice their values and beliefs;
- All children must be encouraged to respect each other's values and support each other;
- All children have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- The staff within our school are prepared to identify children and young people who may benefit from Early Help intervention
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 Herrick Primary School will fulfil local and national responsibilities and accepted best practice as laid out in the following documents:-

- Working Together to Safeguard Children (DfE March 2018)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2018)
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including, Page 22 Keeping Children Safe in Education – Sept 2018
- Guidance for Safer Working Practice 2009 & 2015 - (Safer Recruitment consortium)
- Prevent Duty 2015
- **Information sharing:** Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)

- 'What To Do If You Are Worried A Child Is Being Abused' March 2015
- Leicester Safeguarding Children's Board Procedures (LSCB)  
<http://llrscb.procedureesonline.com/chapters/contents.html>
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health & Behaviour in Schools – Departmental Advice (DfE 2014)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Childcare (Disqualification) regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006

1.4 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.5 We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.6 All staff<sup>1</sup> believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

## 2 Overall Aims

- This policy will contribute to safeguarding our students and promoting their welfare by supporting the child's development in ways that will foster security, confidence and resilience at the same time considering the best interest of the child.
- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children including Early Help and intervention
- Work within the curriculum raising awareness of / promoting safeguarding, on and off line, to our children.
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

### 3. Key Processes

Our school procedures for safeguarding children are in line with the *Leicester City Safeguarding Children's Board (LSCB), Multi Agency Child Protection/Safeguarding Procedures*; <http://llrscb.proceduresonline.com/chapters/contents.html>), in addition to the statutory requirements as outlined in 1.3.

### 4 Expectations

#### 4.1 All staff and visitors will be familiar with this Safeguarding policy;

- Staff will have access to, a copy of, and be well versed in our Child Protection Policy; which will also form part of their induction and revisited annually through Whole School Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- For those regular external visitors/providers such as cleaners and caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (*See Appendix 1*)
- Record concerns/disclosures and give the record to the DSL;
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).
- Record safeguarding information whether electronic (CPOMS) or in paper form

#### 4.2 All parents will be familiar with this safeguarding policy;

- Parents/Carers will have access to the Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our schools website. Additional copies will be issued as and when required including notifying parents of changes within the document ie revised annual policy.

#### 4.3 Communicating with parents:

In addition to section 4.2 above, the following statement is provided and highlighted to parents so they are aware of the school's responsibilities:

*'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, on and off line, to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.'*

***The school has a statutory responsibility** to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the best interests of the child.*

### 5 Extended school and before and after school activities

5.1 Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.

5.2 Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate

## 6 Procedures

6.1 Herrick Primary School will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.
- All members of staff are provided with opportunities **annually** to receive on-line Safeguarding Training in order to develop their understanding of safeguarding and child protection in particular the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Our recruitment and selection policy includes all appropriate checks on staff suitability including Disclosure and Barring Service checks (formerly Criminal Records Bureau checks<sup>2</sup>) and that a minimum of two individuals have completed Safer Recruitment Training, provided by Leicester City Council, HR Department, (i.e. Headteacher and a nominated Governor).
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO), and that a member of our SLT has attended LADO training (Managing allegations against staff members)
- Our procedures will be annually reviewed and up-dated and ratified by the Governing Body.
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. (Reception, Staff room, Website etc.).
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of;
  - our Safeguarding and Child Protection Policy
  - Staff Code of Conduct
  - the booklet 'What To Do if You're Worried A Child is Being Abused'<sup>3</sup>
  - Keeping Children Safe in Education 2016 Part 1 and Annex B<sup>4</sup>

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<sup>2</sup> Safer recruitment practice includes scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history and that a candidate has the health and physical capacity for the job, and a face to face interview as well as the mandatory check of the Disclosure & Barring Service (DBS) Children's Barring List, and, where appropriate, a Criminal Records Check. The School Staffing (England) Regulations 2009; Safer Recruitment in Education including, Keeping Children Safe in Education September 2016

<sup>3</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

- name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school.
- In addition to this, all such staff and volunteers will be made aware of the 'Guidance for Safer Working Practice DfES 2009 for Adults who work with Children and Young People' booklet and the document 'Guidance for safer working practice for those working with children and young people in education settings, 2015 (Safer Recruitment Consortium).<sup>5</sup>

## 7 Responsibilities

7.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence). The DSL will inform the Headteacher of any referrals to be made. If any staff member is involved the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

7.2 If a staff member feels they cannot disclose information to their DSL, Headteacher or Governor(s), they must then follow our schools whistleblowing procedures to report their concerns. (*Appendix 6 Whistleblowing Policy*).

7.3 All staff will be versed in our Whistleblowing procedure, understand when it is appropriate to use the procedures and will be given details of the NSPCC whistleblowing helpline.

7.4 All staff will be well versed in the school's Child Missing protocols and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need of help and support.

## 8 Designated Safeguarding Lead (DSL) – Roles and Responsibilities<sup>6</sup>

8.1 Keeping Children Safe in Education September 2018, Annex B, outlines specific responsibilities of the DSL (A member of the School's Leadership Team) and their responsibilities within this role. Our DSL takes **lead responsibility** for safeguarding and child protection and their key areas of responsibilities include:-

### Manage Referrals:

- Refer cases of suspected abuse and neglect to children's social care/police
- The Channel programme where there is a radicalisation concern and support staff with this
- Cases in relation to allegations against staff members to LADO including disclosure and barring
- Cases where any crime may have been committed to the Police

### Work with Others:

- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

<sup>4</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

<sup>5</sup><http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

<sup>6</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf) , Annex B,  
Role of Designated Safeguarding Lead

### **Undertake Training:**

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years
- Understand the assessment process for providing early help and intervention,
- Have a working knowledge of how local authorities conduct a child protection case conference
- Ensure all staff have access to and understands the school's child protection policy and procedures
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Encourage a culture of listening to children and taking account of their wishes and feelings,
- Understand and support the school with regards to the requirements of the Prevent duty and undertake Prevent Awareness Training
- Recognise the additional risks that children with SEN and disabilities ~(SEND~) face online, for example from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

### **Raise Awareness**

- Ensure the school or college's child protection policies are known, understood and used appropriately
- Ensure the school or college's child protection policy is reviewed annually and is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child Protections Files**

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

- During term time the designated safeguarding lead (or a deputy) should always be available arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

## **8.2 Roles and responsibilities of the Headteacher**

The Headteacher of Herrick Primary School will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff
- The Safeguarding & Child Protection Policy and other policies are updated annually, ratified by the Governing body annually and that relevant policies are available publicly either via the school website, parents evening, open days or by other means.

- Sufficient resources and time are allocated to enable DSL's and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children.
- That the Headteacher has attended Safer Recruitment Training delivered by Leicester City Council, HR Department and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing body has attended Safer Recruitment Training.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. (Whole school approach and child centred practice)
- All staff consider the best interest of a child and are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention.
- That regular external visitors/providers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare.
- The DSL's undergo safeguarding and child protection training which is updated regularly, with advice from the LSCB, Safeguarding in Education and in line with Keeping Children Safe in Education.
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSL's.
- That staff undergo annual on-line Whole School Safeguarding Training
- All staff are made aware of their right to whistle blow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline. (Appendix 6)

### **8.3 Roles and responsibilities of the Governing Body**

The Governors of Name of School will ensure that:

- The school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website <http://www.herrick.leicester.sch.uk>
- That all school staff members working with children consider the best interests of children and are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – DSL.
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the DSL
- The DSL and the appointed deputy(s) for child protection undertakes training for designated senior persons, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCB, and attends refresher DSL training at two-yearly intervals
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole School Training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (Appendix 3 & 6)

- The chair of governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer. (*Appendix 3 & 6*)
- The governing body nor individual governors will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of the governing body are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body, and that person is appropriately trained to discharge their responsibilities effectively.
- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2016).
- Will ensure that at least 1 member of the Governing body has attend Safer Recruitment Training delivered by Leicester City Council, HR Department and that training is regularly refreshed
- That the Chair of Governors completes the annual Safeguarding in Education Check List – supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to LCC.

## **9 Supporting Children**

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn

### **9.1 Our school will support all students by:**

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Promoting a caring, safe and positive environment within the school
- Ensure children are taught to recognise when they are at risk and know how to get help when they need it. Both, physically and online
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children including Early Help
- Notifying Children’s Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and monitored
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil’s new school as a matter of urgency

- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children

## **10 Confidentiality**

We recognise that all matters relating to child protection are confidential and the best interest of a child should be considered at all times. However, The Data Protection Act 2018 and GDPR do not prevent, or limit the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

10.1 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom, and when.

10.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

10.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child as this may ultimately not be in the best interest of the child.

10.4 We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care, Duty & Advice Service.

## **11 Supporting Staff**

11.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

11.2 We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided by, for example, the Headteacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet 'Guidance for Safer Working Practice for Adults who work with Children and Young People 2009' & Guidance for safer working practice for those working with children and young people in education settings, 2015 (Safer Recruitment Consortium).<sup>7</sup> provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

11.4 We recognise that DSL's should have access to support (as in 11.2) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/LSCB

## **12 Allegations against staff**

12.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

12.2 All staff should be aware of the Whole School Behaviour Policy and Staff Code of Conduct

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<sup>7</sup> <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

12.3 All staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2009 & 2015<sup>89</sup>

12.4 All staff as part of their annual safeguarding training will receive E Safety Training and will sign the E-Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with students/parents/carers should be a professional level and only carried out using official school systems.

12.5 We understand that a pupil may make an allegation against a member of staff:-

12.6 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

12.7 The Headteacher on all such occasions will immediately discuss the content of the allegation with the LA Designated Officer and follow the process for managing the concern laid down in the LSCB Procedures ([http://llrscb.proceduresonline.com/chapters/p\\_alleg\\_staff.html](http://llrscb.proceduresonline.com/chapters/p_alleg_staff.html)) and the School's Managing Allegations Policy.

12.8 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with Children's Social Care, LADO, without notifying the Headteacher first. (0116 454 2440)

12.9 In all occasions identified in 12.7 & 12.8 above, the school will follow the LSCB/Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Managing Allegations Policy.

12.10 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 12.8 above) in making this decision.

12.11 In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

12.12 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

12.13 Our School staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in (*Appendix 4*).

### **13 Whistleblowing**

13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of Governors or the Local Authority Designated Officer.

13.3 All staff are aware of and understand how to use our schools whistleblowing procedures. (*Appendix 6*)

13.4 All staff have access to the NSPCC Whistleblowing Helpline

### **14 Our role in the prevention of abuse**

14.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

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<sup>8</sup> <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

## 14.2 The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to. This includes considering the best interest of a child and maintaining the ethos of 'it could happen here'
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.
- Relevant safeguarding issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT and E Safety (includes online and offline safety)
- Other areas of work
- All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## 15 Safeguarding students who are vulnerable to extremism

15.1 Since 2010, when the Government published the Prevent Strategy<sup>10</sup> and (Revised Prevent Duty Guidance 2015<sup>11</sup>), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

15.2 Herrick Primary School values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Herrick Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation - (*Appendix 5*)

15.4 Herrick Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist extremist and Animal Rights movements.

15.5 Herrick Primary School follow the 'Channel' programme which is a partnership approach to protecting vulnerable people from being drawn into terrorism and violent extremism. (*Appendix 5b*).

<sup>10</sup> Prevent Strategy 2011 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf) & CONTEST Strategy 2011 - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97994/contest-summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf)

<sup>11</sup> Revised Prevent Duty Guidance 2015 <https://www.gov.uk/government/publications/prevent-duty-guidance>

**15.6 Risk reduction** The school governors, the Headteacher and the DSL's for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy & use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues.

15.7 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance

15.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

15.9 Our staff have undergone Prevent Awareness Training and understand the steps to follow, via discussions with the DSL, if a referral to the Channel Programme is required

## **16 Contextual Safeguarding and other forms of abuse**

Safeguarding incidents can be associated with factors outside the school or college and or can occur between children outside the school.. All staff including our DSL's endeavour to consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means Herrick Primary School staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, schools and colleges are able to provide as much information as possible as part of the referral process to Childrens Social Care as necessary. (KCSIE 2018).

16.1 Our Safeguarding and Child Protection Policy along with the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation, as outlined in section 17 & 18 below.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum
- Our school works with and engages our families and communities to talk about such issues,
- Our school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary, brings in experts & uses specialist material to support the work we do.
- Our school staff fully understand how to raise a concern using the appropriate channels.

## **17 Other Forms of Abuse and Neglect**

17.1 **Child Sexual Exploitation & Trafficking:** 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.

17.2 Herrick staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015<sup>12</sup> (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf)

<sup>12</sup> <https://www.gov.uk/government/publications/circular-201701-sexual-communication-with-a-child-implementation-of-s67-of-the-serious-crime-act-2015>

17.3 Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, and the use of language appropriate/inappropriate for the child's age

17.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCB Leaflets<sup>13</sup>, staff induction and as part of annual Whole School Safeguarding Training which in addition to the CSE & Trafficking Course delivered through Children's Workforce Matters<sup>14</sup> that the DSL has attended.

17.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'<sup>15</sup> available on the LSCB website.

17.6 Our school staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence.

### **17.7 Grooming & Sexting can also form part of CSE both online and offline**

17.8 Child sexual exploitation can occur in different ways and in different situations. Many young people are 'groomed' by their abuser, online or face-to-face. Grooming is an action deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the intention to sexually abuse them.

Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting and Grooming and our staff are fully aware of the legislation.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf)

#### **Grooming Models include;**

- The relationship / peer model
- Organised / network model & trafficking model
- Inappropriate relationship model
- Gangs model
- Online Gaming / Social Networks

17.10 Our staff are aware of the types of grooming which take place, including grooming models through their annual safeguarding training and information from our DSL.

17.11 Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. This can be via Peer on Peer or other adults. As recently as June 2017, figures show there have been more than 4,000 cases since 2013 where children have taken explicit pictures of themselves and sent them to others, the youngest being 5 years old and research from Child Line suggest six out of ten teenagers say they have been asked for sexual images or videos. It is illegal to possess, take or distribute sexual images of someone who is under 18, even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

Herrick takes a zero tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our school. Herrick Primary School has a duty of care to inform the Police and Childrens Social Care if such a case occurs. We will also notify parents directly if their children are involved. In addition to supporting our children with being safe in a digital world and highlighting the dangers, our staff

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<sup>13</sup> <http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/child-sexual-exploitation/>

<sup>14</sup> <http://www.childrensworkforcematters.org.uk>

<sup>15</sup> [http://lscb.proceduresonline.com/pdfs/cse\\_guidance.pdf#search="CSE"](http://lscb.proceduresonline.com/pdfs/cse_guidance.pdf#search=)

have also been issued with the government guidance on sexting 'Sexting in Schools and Colleges' 2016.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

17.12 Herrick staff follow school procedures in reporting such concerns and promote E Safety and dangers of Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off line and E Safety is promoted throughout the school and home environment. Our school have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story to highlight the dangers.

17.13 Our E safety policy is highlighted to staff, pupils and parents and is available on our school's website including our acceptable usage policy.

## **18 Sexual violence and sexual harassment between children including Peer on Peer Abuse/Children using Abusive Behaviour<sup>16</sup> (CUSAB)**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

18.1 Sexual violence and sexual harassment<sup>17</sup> can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

18.2 Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

18.3 Herrick Primary School takes Peer on Peer abuse seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our school, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.

18.4 Our staff understand that a significant proportion of sexual related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as 'normal' between young people and not to create high thresholds in such cases before appropriate action is taken.

18.5 Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive, and between appropriate and exploitative peer relationships. Our school will provide information, guidance and training to relevant staff members to support them with this.

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<sup>16&17</sup> LSCB CUSAB Procedures - [http://llrscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yp.html#\\_refer](http://llrscb.proceduresonline.com/chapters/p_abuse_child_yp.html#_refer)

<sup>17</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

18.6 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our school has clear guidelines around this.

18.7 Our school also refers to the LSCB procedures (Chapter 2.2)<sup>18</sup> which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2018 (Part 5) also makes reference to Peer on Peer abuse and Sexual Harassment and Violence and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

18.8 At Herrick, all our staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

18.9 If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children’s Social Care/DAS in accordance with the LSCB Referrals Procedure<sup>19</sup> to decide how the incident will be managed. Our staff are aware of what Peer on Peer abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further.

## **19 Domestic Violence and Abuse / Violence between young people (Teen relationships)**

19.1 The cross-government definition of domestic violence and abuse is<sup>20</sup>:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

19.2 There have been a number of high profile cases both locally and nationally where domestic violence and abuse has had a significant and direct impact on the child and their wellbeing. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow Local Authority and Leicester Safeguarding Board guidelines in reporting such concerns to Childrens Social Care, Duty and Advice or the Police and will also seek further guidance where necessary.

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<sup>18</sup> [http://lscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yp.html?zoom\\_highlight=cusab](http://lscb.proceduresonline.com/chapters/p_abuse_child_yp.html?zoom_highlight=cusab)

<sup>16</sup> LSCB CUSAB Procedures - [http://lscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yp.html#\\_refer](http://lscb.proceduresonline.com/chapters/p_abuse_child_yp.html#_refer)

<sup>20</sup> <https://www.gov.uk/guidance/domestic-violence-and-abuse>

19.3 Domestic abuse is not limited to adults; there is an increasing awareness of violence from one teenager to another;

- 1 in 5 teenage girls have been assaulted by a boyfriend
- Young women are more likely to experience sexual violence than other age groups
- Young women with older partners are at increased risk of victimisation
- Recent surveys (including NSPCC<sup>21</sup>, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years

19.4 If Herrick Primary School is made aware of children behaving this way with other children within our school, and violence is apparent between the young people's intimate relationship; this includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.

19.5 If such cases are prevalent within our school, whether the incident involves Adult Relationships or Teen Relationships, the school will also work closely with the child and the Headteacher/DSL will endeavour to support the child who has been exposed to this type of violence and abuse with the involvement of (where appropriate) their parents/carers and their boyfriend/girlfriend.

19.6 Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). Staff will also work with all the children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE lessons.

## **20 Child Missing From Education**

20.1 A Child Missing From Education forms part of the wider LSCB procedures<sup>22</sup> (Chapter 2) for children who go missing from School, Home, Care Education and includes Families who go missing.

20.2 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

20.3 Should a pupil go missing from Herrick Primary School our Attendance Officer will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required and to ensure they help identify the any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

20.4 At Herrick Primary School if a child is no longer coming to our school where the parent/carer has removed them, we will ensure that appropriate steps are taken and measures are in place. I.e. we will follow our school guidelines in monitoring those parents/carers home tutoring, follow procedures where a child is taken out of school to go on holiday, where a child is removed from school as the family are moving away;

20.5 We will notify all relevant partner agencies/services including Education Welfare, correct forms will be completed, information will be recorded and child folders/information will be passed on to the appropriate person (where applicable).

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<sup>21</sup> <https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/partner-exploitation-and-violence-in-teenage-intimate-relationships/>

<sup>22</sup> <http://llrscb.proceduresonline.com/chapters/contents.html>

## 21 Female Genital Mutilation

21.1 Female Genital Mutilation is an illegal operation under the Female Mutilation Act 2003, is a form of child abuse and as such, is dealt with under the school's Child Protection & Safeguarding Policy.

21.2 Definition of Female Genital Mutilation (FGM):

*FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.*

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our on-line Whole School Safeguarding (October 2018). and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure;

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

21.3 Since October 2015, it became a mandatory responsibility of all staff members to report any suspicion of FGM to the police if the child is under 18 years of age. If any of our staff at Herrick Primary School are aware of such concerns, staff will, in the first instance, report their concerns to the DSL and/or Headteacher and then take appropriate steps to either directly contact the Police or seek advice from Duty & Advice, Childrens Social Care.

21.4 Any concerns raised including any referrals made will be; monitored closely and recorded following our school's procedures by the staff members raising the concern, the DSL or both.

## 22 Forced Marriage/Honour Based Violence

22.1 A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties. Duress cannot be justified on religious or cultural grounds. Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder. It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent.

### 22.2 The Governments definition of a Forced Marriage<sup>23</sup> is;

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

22.3 Herrick staff, through induction and Whole School Training are aware of the importance and impact on a child/student who is involved in such situations.

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<sup>23</sup> <https://www.gov.uk/guidance/forced-marriage>

**22.4 Honour-based Violence** – is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including domestic abuse, which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place.

22.5 HBV can exist in any culture or community where males are in position to establish and enforce women's conduct. However, males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

22.6 In addition, the Forced Marriage Unit have issued guidance on Force Marriage and vulnerable adults due to an emerging trend of cases where such marriages involving people with learning difficulties. This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed

22.7 In such cases, disclosures and concerns relating to Forced Marriage/Honour Based Violence will be reported directly to the DSL and the Police due to the impact it could have on the child/student in the wider community. Information will be sought from Children's Social Care Duty & Advice and where appropriate and Police and the Forced Marriage Unit.

### **23 Abuse linked to faith, beliefs and culture**

23.1 Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.

This kind of abuse can also include;

- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

23.2 Whilst this is not an exhaustive list, Herrick Primary SchoolHerric recognises that sadly, such cases are on the increase within the community and as a school, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.

23.3 If the school has been made aware of such a case, the school will follow LSCB procedures and where appropriate, report the incident to Children Social Care and/or the Police.

23.4 As a school, our staff are aware of some of the signs of this kind of abuse and have attended training to support them further. We also work closely with all our children to promote healthy relationships and British Values. Our code of conduct (Children/Teachers/Parents & Carers), also teaches our children mutual respect of other faith, beliefs and cultures in a positive manner rather than negative. We believe and respect each other in our school and maintain this ethos throughout the teaching and learning environment.

## **24 Early Help and Supporting Children and their Families**

24.1 Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

24.2 At Herrick Primary School, key staff members and DSL's have attended our LSCB's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. (signpost/refer accordingly).

## **25 Bullying and Safeguarding**

25.1 **The Law** - Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

25.2 Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation & fear of being bullied seriously affects the behaviour of the victim.

25.3 It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

25.4 Herrick Primary School has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our schools website [www.herrick.leicester.sch.uk](http://www.herrick.leicester.sch.uk) and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

25.5 However, at times, bullying such as Peer on Peer abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Headteacher will assess the situation and seek advice and guidance from Childrens Social care or the Police especially in relation to illegal activity.

## **26 Children and the court system**

26.1 Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> and <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

26.2 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some

parents and carers. If a child or young person from our school is in a situation where they are required to give evidence, school staff members will support the child and family members where appropriate.

## **27 Children with family members in prison**

27.1 The imprisonment of a household member is one of ten adverse childhood experiences known to have a significant negative impact on children's long-term health and wellbeing, their school attainment, and later life experiences. Children may have to take on extra responsibilities at home, including becoming young carers in some situations.

27.2 These children are at risk of poor outcomes including stigma, isolation and poor mental health. Parental imprisonment is also associated specifically with negative school experiences, such as truanting, bullying and failure to achieve in education and children of prisoners are at a higher risk of mental ill health and have an increased likelihood of experiencing poverty compared to their peers.

27.3 Approximately 200,000 children have a parent sent to prison each year and as such, Herrick Staff members will support children and their family members if children from our school have family members in prison. In such cases, Herrick Primary School will remain non judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, as if a parent or carer finds themselves in this situation, we encourage you to speak with our DSL so that support can be given as necessary.

## **28 Child criminal exploitation: county lines**

28.1 Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

A pupil is unlikely to directly disclose their situation for fear of repercussions. However, there are a number of signs that may indicate a pupil is a victim which include;

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, stress or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration
- Become anti-social
- Display symptoms of substance dependence

28.2 This is not an exhaustive list and staff members are aware of other factors which may also impact on the child. Like with all other safeguarding concerns, if our children are in this situation, support will be provided through the school or partner agency.

## **29 Homelessness**

29.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSL are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity if our children and family are experiencing homelessness. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

29.2 Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

29.3 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs

and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

29.4 Furthermore, Herrick staff also promote Early Help and Support (Section 24) so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSL or member of school staff so that support can be provided.

### 30 Gang and youth Violence

30.1 A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse. Gang crime and serious youth violence is also often synonymous with knife crime. It is illegal to carry knives and prohibited firearms to use as weapons. A longer sentence may be served if an offender was or is part of a gang.

30.2 Herrick Primary School takes a zero tolerance if our children are involved with gangs and youth violence and we recognise that children and young people can be involved or participate in these activities for a number of factors including peer pressure and bullying. If any of our children are involved in gangs, support will be provided and where necessary, if the child is at risk of significant harm or has committed a crime, Police and Social Care intervention will be sought.

### 31 Private Fostering

31.1 A private fostering arrangement is one that is made without the involvement of the local authority to look after a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more and can include those living with extended family members. So, this could be a child living with people as stated below:

Private Fostering <b>includes</b> a child living with:	Private Fostering <b>does not include</b> a child living with:
Godparents	Mother/Father
Great Grandparents	Brothers/Sister
Great Aunts or Uncles	Grandparents
Family Friends	Aunts/Uncles
Step parents where a couple isn't married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
Cousins	Children and young people who are being looked after by the Authority.
A host family which is caring for a child from overseas while they are in education here	

31.2 It's a legal duty (Children Act 1989) for parents or the private foster carer to notify the local authority of whenever a child is not living with a close relative. This should be done six weeks before the arrangement takes place or immediately if it is unplanned or already happening. This is so the local authority can work with private foster carers to keep children safe and also support anyone who is privately fostering.

31.3 Herrick Primary School staff are aware of what Private Fostering is and staff in our school understand their legal duty under the Children Act 1989 to notify the Local Authority/Childrens Social Care, they are made aware of such cases. Herrick Primary School understands the apprehension some carers may feel is raising such concerns and the difficulty that some carers may have if faced with this situation. As such, the school and staff will endeavour to support the cares and the child to ensure the wellbeing of the child is maintained and help and advice is made available.

## **32 Online safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

The school will do everything that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, the school will ensure we have appropriate filters and monitoring systems in place.

The appropriateness of any filters and monitoring systems and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like

Guidance on e-security is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture, it is only one part.

The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school will carefully consider how this is managed on our premises.

### **Staff training**

The school will ensure that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

## **33 What we do when we are concerned about a child?**

33.1 Where risk factors are present but there is no evidence of a particular risk, then our DSL/SLT advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL/SLT may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

33.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible)

33.3 The DSL can decide to notify Duty and Advice, Early Help or Family Support Services so that a strategic overview can be maintained and any themes or common factors can be recognised; and  
The school will review the situation after taking appropriate action to address the concerns.

33.4 The DSL will also offer and seek advice about undertaking an Early Help assessment and/or making a referral to Early Help services.

33.5 In addition to the above, our School staff will refer to Appendix 2 'Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child' when dealing with a child Disclosure or an allegation of abuse.

#### **34 Policy review**

The Governing Body of our school will review the Safeguarding and Child Protection Policy annually.

#### **35 Other Relevant Policies**

Herrick Primary School's Governing Body's legal responsibility for safeguarding the welfare of the children goes beyond child protection. Their duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Children's behaviour management, including drug/alcohol use
- Staff behaviour and management (Code of Conduct; Safer Working Practice)
- Parents behaviour and management (Code of conduct when in school)
- Racist incidents and Homophobic Behaviour
- Anti-bullying including Peer Abuse and Children Using Sexually Abusive behaviour
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Physical interventions/restraint
- Special Educational Needs, Mental Health Issues and Disabled Children
- Trips and visits
- Work experience and work related learning placements
- First aid and the administration of medicines
- Health and safety & Site security
- Sex and Relationship Education/Underage Sexual Activity (Healthy Relationships and Domestic Violence in Young People)
- Equal opportunities
- ICT and E-safety, including on and offline and acceptable usage
- Extended School Activities
- Mobile phone and camera use (digital equipment)
- LAC Policy
- Visitor Policy
- Whistleblowing Procedures (Appendix 6)

The above list is not exhaustive and when undertaking development or planning of any kind, Herrick Primary School and our Governors will consider the best interest of our children and any implications for safeguarding children and promoting their welfare.

## 36 Useful contact numbers and links

Leicestershire Police	999 / 0116 2222222
Duty & Advice (Includes out of hours)	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education LCC Julie Chapaneri & Mohammed Patel <a href="mailto:Safeguardingineducation@leicester.gov.uk">Safeguardingineducation@leicester.gov.uk</a>	0116 454 2440
Local Authority Designated Officer (LADO) June Atkinson	0116 454 2440
Leicester Safeguarding Childrens Board (LSCB) <a href="http://www.lcitylscb.org/">http://www.lcitylscb.org/</a>	0116 454 6520
Prevent (Advice / Referral) City: Ailsa Coull - <a href="mailto:Ailsa.coull@leicester.gov">Ailsa.coull@leicester.gov</a> .	01164546923 07519 069833
UAVA – (United against violence & abuse) (Domestic Violence, Abuse between Teenagers in BME community) <a href="mailto:info@uava.org.uk">info@uava.org.uk</a>	0808 80 200 28
Forced Marriage Unit <a href="mailto:fm@fco.gov.uk">fm@fco.gov.uk</a>	020 7008 0151
Female Genital Mutilation Helpline <a href="mailto:fgmhelp@nspcc.org">fgmhelp@nspcc.org</a>	0800 028 3550
NSPCC Whistleblowing Advice Line <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	0800 0280285

### Useful websites and links

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
[www.internetmatters.org](http://www.internetmatters.org)  
[www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
[www.educateagainsthate.com](http://www.educateagainsthate.com)  
[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

## APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE

### 1. 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

Neglect is a priority for Leicester, Leicestershire & Rutland LSCB. Neglect has been identified as a feature in national & local Serious Case Reviews (SCR's), local learning reviews and multi-agency audits. Our local LSCB have developed a *Neglect Toolkit* to support practitioners identify neglect earlier in families. Key staff members and DSL's in our school are versed with this document and understand when to use it.

<http://lrsb.org.uk/uploads/lr-lscb-neglect-toolkit-2016.pdf>

### 2. PHYSICAL ABUSE

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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;

- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### **3. 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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

### **3a. SEXUAL EXPLOITATION**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. Sexual Exploitation can also include Grooming and Sexting.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are: (no an exhaustive list)

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

### **5. 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 children 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 the 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 also involve seeing or hearing the ill-treatment of another person. 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. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment

## 6. Sexual Harassment and Sexual Violence<sup>24</sup>

### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>105</sup> as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>108</sup> It may include:
  - Non-consensual sharing of sexual images and videos;
  - Sexualised online bullying;
  - Unwanted sexual comments and messages, including, on social media; and
  - Sexual exploitation; coercion and threats

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<sup>24</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/737289/Keeping\\_Children\\_Safe\\_in\\_Education\\_Sept\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf) - Part 5

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## **6. RESPONSES FROM PARENTS**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Severe chastisement of a child including withholding food and using food as a form of punishment;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## **7. SEND CHILDREN (Special Educational Needs and Disabilities)**

Herrick Primary is an inclusive school and welcomes all pupils including those with SEND. We believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality.

Some children have barriers to learning that mean they have special needs and require particular action by the school. Our dedicated SENCO and teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

### **Key issues for safeguarding children with disabilities include:**

- Social isolation
- Reliance on others for personal care
- Impaired capacity to resist or report abusive behaviour
- Reduced access to someone to tell
- Especially vulnerable to bullying and intimidation
- More frequently away from home, eg. in hospital, respite care or residential living

Our SENCO and teachers have attended appropriate training as part of their CPD; whole school safeguarding training, understand the vulnerability of SEND children and understand that SEND children may be at higher risk of abuse or neglect.

### **Some indicators concerns could include:**

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements – and lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting; misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will
- A lack of knowledge about the impact of disability on the child
- A lack of knowledge about the child, e.g. not knowing the child's usual behaviour
- Not being able to understand the child's method of communication
- Confusing behaviours that may indicate the child is being abused with those associated with their disability
- Denial of the child's sexuality
- Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse
- Aware that certain health/medical complications may influence the way symptoms present/are interpreted.

Herrick Primary School has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCB Procedures<sup>25</sup> on line. As best practice our school will ensure we:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Help disabled children make their wishes and feelings known in respect of their care and treatment;
- Ensure that disabled children receive appropriate personal, health, and social education (including sex education);
- Make sure that all disabled children know how to raise concerns, and giving them access to a range of adults with whom they can communicate.
- Those disabled children with communication impairments should have available to them at all times a means of being heard;
- Close contact with families, and a culture of openness on the part of services;
- Guidelines and training for staff on good practice in intimate care; handling difficult behaviour; consent to treatment; anti-bullying strategies; and sexuality and sexual behaviour among young people;
- Guidelines and training for staff working with disabled children aged 16 and over to ensure that decisions about disabled children who lack capacity will be governed by the Mental Health Capacity Act once they reach the age of 16.
- Use specialist service needs/multi-agency approach if as a school we feel additional, support resources and interventions are required.

## **APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS**

Teachers are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all teachers have in protecting children. Child abuse usually comes to the attention of teachers in one of four ways:

- a direct allegation from the child being abused,
- a third party (e.g. friend, classmate) report,
- through the child's behaviour
- or through observation of an injury to the child.

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me, 'Explain it to me', Describe it to me.'

Remember, the way in which you talk to the child may have an effect on any subsequent legal proceedings. You need to be open and non-judgemental. Children making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next.

As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead (DSL). It is important to act swiftly to avoid delays.

As a general guide, it is important to remember the following:

**SECRETS** - A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

**LISTEN** - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

**REASSURE** - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

**RECORD** - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by students and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal

proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – DO NOT take photographs or examine the child yourself.

**SUPPORT** - Get support for yourself. Listening to abused children can be very upsetting, and giving the child help may be difficult, if you are not given support yourself. Experience of working with children is not, in itself, preparation for the distress abuse can raise.

**REMEMBER** - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Headteacher must be informed asap; if the concern is in reaction to your Headteacher, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use your whistleblowing procedure and contact Duty & Advice/LADO for advice and support. (Appendix 6)

**NB** It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

## APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

- **Emotional**

For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- **Sexual**

For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.

- **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview students.

3. The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher will notify the Local Authority Designated Officer (LADO) Team.
- The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.
- If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of the procedure, please refer to the LSCB Website and refer to your Whistleblowing Procedures (Appendix).

## **APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS**

Whilst they may in common law be regarded as acting in loco parentis, teachers and carers in school should remember that they are not able to take the place of parents in providing physical comfort. This is not to say that all physical contact is inappropriate, rather that the professional context demands circumspection and a sense of fitness for purpose.

Teachers of very young children of nursery and Key stage 1 age will naturally need to engage in more physical contact than teachers of older children. Comforting a distressed child who may just have started school will not be an unusual occurrence. Similarly, in the special school setting, some children may tend towards demanding physical attention. In such circumstances, the contact by the adult will be for re-assurance and may involve physical closeness (e.g. holding the child's hand or placing hands on the child's shoulders). Hugging and kissing would be inappropriate for other than the parent, even though the child may want to initiate it.

Administration of medicines and first aid requires careful codes of conduct and procedures. These should be laid down by local authority or health authority or in individual school guidelines and followed meticulously. As a rule of thumb, teachers should not administer medicines. If the child had an adverse reaction to a medicine given by a teacher, the teacher could be held liable and charged with negligence.

Administration of first aid should be undertaken by a qualified first aider. Where none is available, the minimum steps should be taken to ensure the child's safety and the emergency services should be called.

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others - as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The Headteacher should be informed.

One-to-one situations with pupils need to be carefully and consciously managed. Some teaching, as with peripatetic music staff, may often suggest one-to-one organisation. Where pupils can be paired for such lessons, it is preferable. Where this is not possible and in other situations of individual interviews with pupils, it is advisable to use a room with a window where others can see in or to leave the door open. If confidentiality makes this difficult, then another member of staff should be informed that the interview is taking place.

If a child becomes distressed, support and re-assurance should be offered through calming words rather than through physical contact. Teachers should not become involved with children's personal problems beyond listening and being sensitive to them in order to refer the child to the most appropriate source of help or counselling.

## APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*
3. Extremism is defined by the Crown Prosecution Service as:  
*The demonstration of unacceptable behaviour by using any means or medium to express views which:*
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. *Indicators of vulnerability include:*
  - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
  - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. *More critical risk factors could include:*
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues; and Joining or seeking to join extremist organisations;
  - Significant changes to appearance and/or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis



# **Whistleblowing Policy**

## **Reporting Illegal or Improper Conduct**

Ratified by Governors - Review May 2019



### **Why do we have a Whistleblowing Policy?**

Employers are recommended to develop a clear and accessible Whistleblowing Policy under the Public Interest Disclosure Act 1998.

Such a Policy is valuable as, although Herrick Primary School prides itself on acting with high standards of conduct and providing quality services to the community, sometimes there may be a lapse, or the suspicion of a lapse, in these standards. The simple fact is that an employee may suspect something is going wrong long before anyone else finds out about it: in the worst case, this may not be until an accident has happened or serious damage has been caused.

So if something at work is troubling you enough for you to mention it to your family or friends, please report it straight away. It is natural that you may feel unable to express your concerns out of a feeling of disloyalty, however, such feelings must never result in a potentially illegal or dangerous situation going unreported. This particularly applies where the welfare of children may be at risk: all staff have a duty to report any child protection concerns to their school's designated person for child protection - make sure you know their name. Remember, it is often the most vulnerable children or young people who are targeted: they need someone like you to safeguard their welfare.

*Don't think "what if I'm wrong?" - think "what if I'm right?"*

### **What is a Whistleblowing Policy?**

'Whistleblowing' has been described as "providing a safe alternative to silence" (Public Concern at Work). It is the mechanism for you to voice your concerns without fear of repercussion, even if the concern later proves to be unfounded. When you raise a concern via this route, this is known as making a 'disclosure'.

The Whistleblowing Policy explains how to raise a concern and outlines the protection and support available to you. The existence of this Policy does not in any way lessen the school's commitment to promoting a general climate of openness and co-operation where there is opportunity for discussion about difficulties, concerns and problems with management. Rather it is there for occasions when you feel unable to raise a concern through this route, or when this would not be appropriate.

The Policy covers and protects all employees. If you have any questions please speak to the Headteacher. All staff are made aware of the Policy through the Staff Handbook which is reviewed every academic year.

Whistleblowing generally involves a concern about a danger or illegality that affects others, such as members of the public or your employer. Although on occasion there may be some overlap between a whistleblowing concern and a grievance, for example, a health and safety matter

where the risk affects you and others, concerns about a situation affecting you personally should generally be raised via the Grievance Procedure.

### **What Kind of Disclosures are Covered?**

Although this is not an exhaustive list, whistle-blowing disclosures tend to involve one or more of the following:

Deficiencies in the care, or abuse, of children or young people;

A criminal act that has been, is being, or is likely to be committed, including damage to the environment, unauthorised use of public funds and possible fraud and/or corruption;.

Someone has failed, is failing, or is likely to fail, to comply with legal obligations;

Health and safety risks, including risks to the public, children/young people and other employees;

- Inappropriate or improper conduct;
- Other unethical conduct;
- Serious failure to comply with appropriate professional standards;
- Breach of local procedures or statutory codes of practice;

### **Reasons for Whistleblowing:**

- We all have an individual responsibility for raising concerns about unacceptable practice or behaviour;
- We could prevent the problem worsening or widening;
- We may be able to protect or reduce risks to others;
- To prevent becoming implicated yourself;

### **What stops people from Whistleblowing?**

- Starting a chain of events which spirals;
- Disrupting the work or project;
- Fear of getting it wrong;
- Fear of repercussions or damaging careers;
- Fear of not being believed.

### **How to raise a concern:**

You are recommended to approach your Trade Union/Professional Association for advice and support, which may include inviting them to raise the concern on your behalf.

Approach your Line Manager or Headteacher, if you would feel more comfortable you can ask to meet with them away from the school premises. They will consider whether the issue can be resolved informally.

You should be making the disclosure in good faith. The Public Interest Disclosure Act 1998 defines 'good faith' in the context of Whistleblowing as "the reasonable belief that the allegation is substantially true and that it is not made for personal gain".

Voice your concerns, suspicions or uneasiness as soon as you can: the earlier a concern is expressed the easier and sooner action can be taken. Try to pinpoint exactly what practice is concerning you and why.

Ideally put your concerns in writing (using the form provided at [Appendix 2](#)), outlining the background and history, giving names, dates and places where you can.

If your concern is about your Headteacher, or you feel you need to formally raise it with someone outside the school, contact the Chair of Governors.

If you feel you need to take your concern to a Regulatory body (for example, Ofsted), or to a relevant external organisation/individual please see the contact details at [Appendix 4](#). The conditions for making a disclosure to a Regulatory Body/External Organisation are:

*You reasonably believe you would suffer detriment if you made the disclosure to your Headteacher or the Local Authority,*

*You reasonably believe the evidence is likely to be concealed or destroyed;*

You have already made the disclosure to your Headteacher or the Local Authority and you are dissatisfied with the response.

The Local Authority is actively pursuing the possibility of including in this Policy the provision to place disclosures before a committee of elected members if an individual is dissatisfied with the response from their Headteacher or the Local Authority.

You are not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

You may invite your Trade Union/Professional Association representative or a work colleague to be present during any meetings/interviews in connection with the concerns you have raised. Should your Trade Union/Professional Association representative raise the concern on your behalf, they will be automatically afforded the same protection from detriment (see "How are you protected?")

As far as is within your control, make sure you get a satisfactory response - don't let matters rest.

Any investigation into allegations of potential malpractice will not influence or be influenced by any disciplinary or redundancy procedures that already affect you.

Be aware that malicious or vexatious allegations may be considered as a disciplinary offence. The Concise Oxford Dictionary defines 'malicious' as "characterised by malice; intending to do harm" and 'vexatious' as "Law (of an action) brought without sufficient grounds for winning, purely to cause annoyance to the defendant". Such allegations can cause serious difficulties for innocent individuals. The Public Interest Disclosure Act 1998 does not exclude the possibility of workers being sued by individuals for defamation in connection with any disclosures they make.

This process is summarised as a Flowchart at [Appendix 1](#).

## **What happens next?**

Preliminary inquiries may be made to help decide how best to respond in the public interest. Depending on the nature of the issue raised, the response may be one or more of the following:

management investigation                      internal audit investigation  
disciplinary investigation                      referral to the police  
referral for consideration under another Council procedure  
referral to the District Auditor an independent investigation  
amend procedure;                                  no action due to lack of sufficient evidence

You should be given information on how the matter is likely to be dealt with within 10 working days of making the disclosure (so far as legally possible and subject to rights of confidentiality).

You will be informed of the outcome of the investigation and any action that has been taken to resolve the matter (so far as legally possible and subject to rights of confidentiality).

If you are dissatisfied with the response, you may take the matter further with the Local Authority Investigations Team or the persons/organisations.

## **How are you protected?**

Herrick Primary School has a responsibility to protect you from any detriment as a result of making a disclosure in good faith, particularly from disciplinary action, dismissal, harassment or victimisation.

Fulfilling that responsibility includes treating the disclosure confidentially, one aspect of which may involve protecting your identity. Any victimisation or harassment either in an attempt to deter an individual from making a disclosure, or following a disclosure, will be considered gross misconduct and may lead to dismissal.

No disciplinary action will be taken against you if the concern proves to be unfounded and was raised in good faith.

If you want your identity to remain confidential, this will be observed as far as possible. Should it not be possible to resolve a concern without revealing your identity (for example, because your evidence is needed in court or in a subsequent internal disciplinary hearing), a discussion will be held with you about whether the matter should be taken forward and, if so, how this will be done and how to best protect your interests.

Anonymous disclosures will be considered to the extent that it is reasonable and practicable to do so, although the need to confirm or follow up evidence may make this difficult.

The decision to Whistle blow can be difficult and stressful: advice and support is available from your Phase Leader or Headteacher. In addition, support is available from the Local Authority's Counselling Service Provider.

It is your right to remain in your current post. Leicester City Council will work with Herrick Primary to make every possible effort to ensure that this takes place. If you feel unable to remain in your

role during the investigation, every effort will be made to transfer you to an appropriate alternative.

**What is the Local Authority Monitoring Officer Responsible for?**

The Monitoring Officer will be responsible for:

Confirming representatives who will be responsible for actions as outlined in this Policy

Ensuring records of all disclosures are made and their outcomes recorded and reporting as appropriate and necessary to the relevant people.

## **APPENDIX 1 - THE WHISTLEBLOWING PROCESS**

### *Stage 1- Making a disclosure*

Approach your Manager, Headteacher, designated person for Child Protection or the Local Authority Investigations Team and share your concerns. You can do this verbally or in writing. **You may be asked to consider making a written or verbal statement. In such cases, a brief summary of the interview will be made and agreed by both parties.**

Please see the Whistleblowing Policy for details of further contacts should you feel unable to discuss your concerns with the above parties (or feel that the response from these parties is insufficient)



### *Stage 2 – Initial Response to the Disclosure*

Consideration will be given as to what action will be taken as a result of the disclosure. You will be notified of the intended response and the reasons for it.



### *Stage 3 – Launch a Management Investigation*

Where a Management Investigation is deemed necessary, a senior manager will be appointed as an investigating officer.



### *Stage 4 – Deciding whether further action is necessary*

On the strength of the information provided by the investigation, further action may be necessary - If there is a case to be answered by any individual, the recognised procedure will be followed.

Where there is no case to answer, but the concern was raised in good faith and in accordance with the Whistleblowing policy, the school will ensure as far as is reasonably practicable that you suffer no reprisals or victimisation.

Where it is established that the allegations were malicious/vexatious or you have not acted in accordance with the Whistleblowing policy, disciplinary action may be taken.



### *Stage 5 - Confirmation of the Outcome*

You will be informed of the outcome of the investigation and any appropriate action taken to resolve the matter, subject to any confidentiality clause and/or legal constraints.

If you are dissatisfied with this response you may take the matter further with the prescribed persons or organisations identified in the Whistleblowing Policy.



## **APPENDIX 6A - WHISTLE BLOWING POLICY - REPORTING FORM**

Referral Form to be completed by Individual identifying a concern under the Public Interest Disclosure Act 1998

### **DETAILS OF PERSON RAISING CONCERNS AND ISSUE RAISED**

Nature of Concern:

Background (please provide dates where possible) :

Who is involved?

Reasons for the concern:

Name:

Position:

Date:

Time recorded:

### **Meeting with the Headteacher / Chair of Governors**

Meeting Date: \_\_\_\_\_ Time \_\_\_\_\_ am/pm :

**INVESTIGATION OF CONCERN**

Concern Received By:	Chair of Governors / HR / other
----------------------	---------------------------------

Action :	
Signature:.....	Time: (mm:hh): :

**ADDITIONAL INFORMATION**

Comments/Additional information:
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**APPENDIX 3 – SAMPLE POSTER**

Silence isn't always golden...

Although we all pride ourselves on having high standards of conduct and providing quality services to the community, sometimes you may become aware of a lapse, or suspected lapse, in these standards.

The simple fact is that you may suspect something is going wrong long before anyone else finds out about it.

So if something at work is troubling you enough for you to mention it to your family or friends, please report it straight away.

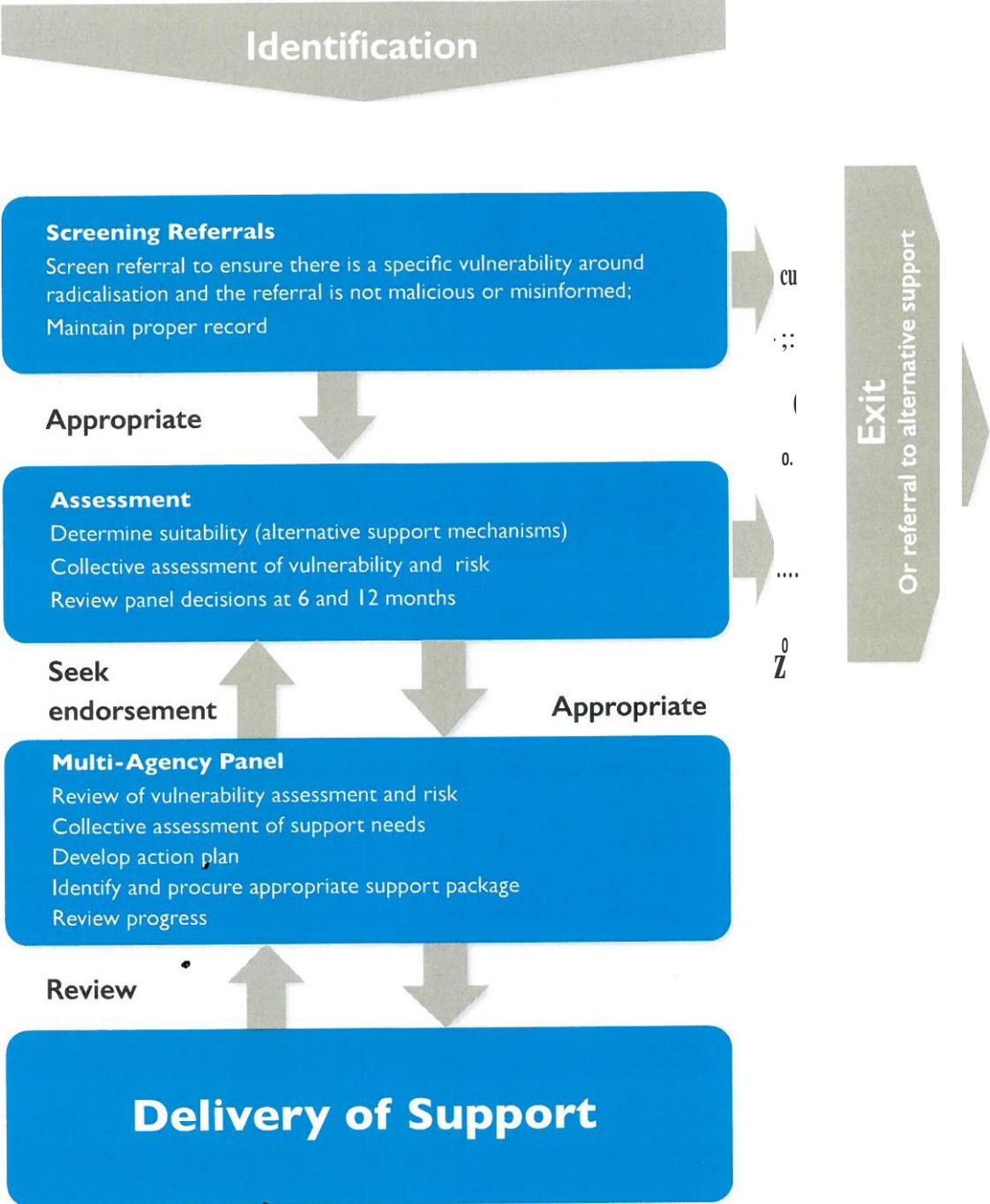
The School Whistleblowing Policy is available on the 'P' drive, or LCC main website.

Your Trade Union/Professional Association is available to provide you with advice and support.

*Don't think "what if I'm wrong?" - think "what if I'm right?"*

# APPENDIX 7 - WORKINGS OF THE CHANNEL PROGRAMME

The diagram below outlines the different Stages within the Channel process:



## APPENDIX 8 - ANTI-BULLYING / CYBER BULLYING POLICY

Our vision at Herrick Primary School is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school
- Helping pupils towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships with adults and peers.

We believe that students should be fully involved in the writing, implementation, monitoring and review of an anti-bullying policy.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

### Definition of terms

#### **What is bullying?**

Herrick Primary School adopts the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Source: **Preventing and Tackling Bullying Guidance for Schools, DfE, 2011**

Bullying is the use of aggression with the intention of hurting another person; resulting in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non-physical, either in combination or in isolation.

Bullying can be:

<b>Emotional</b>	e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing
<b>Physical</b>	e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around
<b>Racist</b>	e.g. racial taunts, graffiti, gestures
<b>Sexual</b>	e.g. unwanted physical contact or sexually abusive comments
<b>Homophobic</b>	e.g. associated with or focused on the issue of sexuality
<b>Verbal</b> cheeky	e.g. name-calling, sarcasm, spreading rumours, teasing, being
<b>Cyber</b>	e.g. E-mail or text bullying, bullying through a social network, bullying through a 3rd party
<b>Material</b>	e.g. repeatedly damaging belongings, extortion.

**Bullying can also be directed towards those with a disability, or special educational need, those of a certain faith or religious belief.**

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

School is aware that it is a possibility that the bully may be an adult and will follow the local Child Protection procedures where this is the case.

As a school we also define bullying to be an action perceived as:

*S.T.O.P. – Several Times On Purpose.*

*We expect that children will: S.T.O.P. Start Telling Other People*

### **Aims and Objectives**

The aim of our anti-bullying policy is to:

- Clarify for students and staff what bullying is and that it is always unacceptable
- Explain to staff, students and school community *why bullying and harassment occur and their impact on individuals and the school as a whole*
- *Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning*

As a school we

- Involve the Herrick Management Team in any planning, discussion and dissemination of any work related to anti-bullying, directly including the F.A.B.'s (Friends Against Bullying ) in KS2 and Mini-F.A.B.'s in KS1.
- Have in place an anti-bullying support system. Victims or pupils/staff who are aware of bullying can report incidents to any member of staff or F.A.B./Mini-F.A.B. who will then report the incident to the Behaviour Mentor. They will then work with the victim and the perpetrator to recognise what has happened and then help them, through a variety of means (e.g. counselling) , to ensure all parties can agree a resolution to the issue.
- If considered applicable, all information is recorded on CPOMS
- Regularly monitor and review the policy to ensure it is up to date and relevant to our school community. This is done by the Senior Management of the school through consultation with the Herrick Management Team at least once a term.

### **Practice and Procedures**

#### **What do we do to prevent bullying?**

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear across the school that we follow school rules as follows:

## Herrick Primary School Rules

- Move around the school sensibly and calmly
- Be polite and well mannered at all times
- Respect and be kind to each other
- Listen to each other and respect each other's points of view
- Respect other people's property and the school environment

and that we support our Rules & Responsibilities as shown on our Herrick School Agreement. All members of the school community are expected to report incidents of bullying. On entering the school each new pupil is allocated a special friend in their class and a personal FAB mentor in the playground. There will also be a link TA that the pupil will be introduced to as a point of contact.

1. **Staff** have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. Staff share a collective responsibility to adhere to the anti-bullying policy put in place, and to follow the appropriate procedures for reporting and recording any incidents of bullying.

We expect staff will:

- Provide children with a framework of behaviour including class rules which supports an up to date whole school policy
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere
- Provide children with a good role model
- Raise awareness of bullying through assemblies, stories, role-play, discussion, peer support, School Council, PSHE, RE, SEAL
- All adults in school to understand that bullying can be perceived as S.T.O.P. - Several Times On Purpose; and can use S.T.O.P - Start Telling Other People as a form of informing.
- Through the Headteacher, keep the governing body well informed regarding issues concerning behaviour management
- Promote and support the Friends Against Bullying (FAB) programme in KS1 and KS2. Children will be knowledgeable of their rights and responsibilities from an early age and so this will become embedded into the children's ethos and philosophy of positive behaviour.
- Promote anti-bullying philosophies through activities such as Anti-Bullying Week; class and school 'Rights and Responsibilities Charter';
- Provide activities / resources at playtime and lunchtime, supervising activities and encouraging positive behaviour.
- Being me, Being Happy, Being Safe boxes.

## 2. Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys school and is safe at school: This is done through

- Supporting us in helping to meet our aims

- Feel confident that everything is being done to make sure their child is happy and safe at school
- Be informed about any aspect of their child's behaviour, both positive and negative, initially through the class teacher, though this can be through any member of Senior Management.
- Be informed about who can be contacted if they have any concerns about bullying and/or report any form of bullying that they feel is taking place or has taken place. Class teachers will inform parents of this.
- Should a parent become aware of any incident of bullying taking place within school they have a responsibility to notify a member of a staff with their concerns.

### **3. Governors**

We expect that governors will:

- Support the Head teacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying

### **4. Children**

We expect that children will:

- Support the Head teacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise.(e.g. via School Council, FAB etc)
- Be involved in the monitoring and review of the policy, this is done twice a term through Herrick Management Team meetings.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place
- Contribute to surveys when asked

As a school we work to prevent bullying through a range of different means. These include having our F.A.B. groups (Friends Against Bullying) work in the playground each breaktime and lunchtime (KS1 and KS2), Phase and whole-school assemblies, consulting with the children in our Herrick Management Team, and through the teaching of the S.E.A.L. programme which is taught to all groups as part of the PSHEC curriculum.

### **Reacting to a specific incident**

#### **Recording**

Incidents at lunchtime are recorded by the Dining Supervisors who then pass this information onto Mrs Beeby (Clerical Assistant) who will record the information onto CPOMS and inform SLT. This information of incidents in or out of class is to be recorded on CPOMS by the class teacher.

A named person will be allocated to the incident. Where incidents are clearly identified as bullying this must be reported to a senior member of staff (Headteacher / Deputy Head teacher /Phase leader). The named person will monitor and update staff as to outcome for both parties involved in the incident.

Parents (of both bully and person bullied) are informed of what has happened, and how it has been dealt with. Records of discussions to be filed with the office.

## **Confidential Reporting of Incidents**

All children in the school are aware of the Being Happy, Being Me, Being Safe boxes in each classroom Year 1 to Year 6 where they can submit a confidential note informing the Behaviour Mentor/SLT of an incident of bullying that has occurred towards them. The classteacher checks the box regularly and plans lessons frequently to promote the use and understanding of the scheme.

Children can report to any adult if they feel they are being bullied. This information will then be passed to the Behaviour Mentor /SLT who will follow the appropriate course of action.

## **Dealing with an incident**

Whenever a bullying incident is reported, the school will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community need to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.
  - A child will be able to tell any member of the school community of any type of bullying that they feel has happened either to themselves or as a witness to an incident.
  - The school council member may submit a form that they have received a bullying complaint.
  - With all forms of initial reporting the incident is to be logged on CPOMS and then sent through the line management.
2. School expects to support all involved by:
  - Having a named person that will monitor the incidents of bullying in school. Behaviour Mentor, Deputy Headteacher, Headteacher
  - Talking through the incident with all parties involved
  - Helping the both parties to express their feelings
  - Talking about which rule(s) has/have been broken
  - Discussing strategies for making amends with the pupil causing the bullying and the pupil being bullied ensuring that agreements are sustained.
3. Nevertheless sanctions may include:
  - Time away from an activity within the classroom
  - Time away from the classroom
  - Missing break or another activity
  - Formal letter home from the Head teacher expressing concerns, where the pattern of behaviour continues
  - Meeting with staff, parent and child
  - Pastoral Support Plan
  - Fixed-term exclusion
  - Permanent exclusion
4. Parents (of both pupil causing the bullying and person bullied) are informed of what has happened, and how it has been dealt with.
  - Records of these discussions to be minuted and filed on CPOMS

- Failing face-to face discussion, parents/carers will be informed of any incidents by letter
5. Child Protection procedures will always be followed when concerns arise.
  6. The role of witnesses and bystanders are valued in order to validate what has taken place from impartial points of view.
  7. Supporting the Victim:
    - The school support the victim in many ways through school policy, the use of the FAB and Red Hat systems and the monitoring of children after an incident with TAs and lunchtime supervisors who then communicate information along the chain of line management. This is communicated to the parents through the class teacher. All incidents are followed up as a matter of routine by the Anti-Bullying Champion or Headteacher if necessary.
  8. Supporting the Perpretrator:
    - The school will support the perpretrator of the bullying through the following ways as and when deemed appropriate for each individual pupil and dependant on the circumstances. These range from, regular counselling with the Behaviour Mentor / Anti-Bullying Champion, a behaviour contract, working with the parents to promote positive behaviour in school.

### **Recording of Incidents**

Reported incidents of bullying can be recorded in the following ways –

- a) Teachers – Record on CPOMS and alert the Headteacher, Behaviour Mentor and Mrs Aydin (Assistant Headteacher).
- b) Lunchtime Supervisors – as above

The Assistant Headteacher (Mrs A Aydin), is responsible for coordinating the recording system and reviews all reported instances of bullying.

### **Monitoring**

Trends and strategies are analysed for inclusion in the Headteacher's reports to governors on a termly basis - CPOMS

Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year.

### **5. Policy Monitoring**

The Staff and School Council review the policy

Annual initiatives reported to Governors

Liaison with parents

Data from the monitoring and recording scheme on the SIMS system



## **CYBER BULLYING POLICY**

Herrick Primary School believes that everyone in the school community has the right to learn and to teach in a supportive and caring environment without fear of being bullied. We are committed to helping all members of the school community to benefit from information and communication technology, whilst understanding its risks, and to equip children with the knowledge and skills to be able to use it safely and responsibly.

### ***Aims***

This policy aims to ensure that:

1. Pupils, staff and parents know about cyber bullying and its consequences;
2. We have the knowledge, policies and procedures to prevent and to deal with cyber bullying in school or within the school community;
3. We monitor the effectiveness of our procedures.

### ***What is cyber bullying?***

- Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology.
- It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
- It can take place across age groups and target pupils, staff and others.
- It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
- It can include messages intended as jokes, which have an upsetting effect.

### ***Cyber bullying may be carried out in many ways, including:***

- Threatening, intimidating or upsetting text messages;
- Threatening or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
- Menacing or upsetting responses to someone in a chat-room;
- Unpleasant messages sent during instant messaging;
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook)

### ***In some cases this type of bullying can be a criminal offence***

#### **Prevention of Cyber Bullying - *Understanding and information***

- The Headteacher will act, as an e-Safety Officer, to oversee the practices and procedures outlined in this policy and monitor their effectiveness.
- The Headteacher will ensure that the school maintains details of

agencies and resources that may assist in preventing and addressing bullying.

- A Code of Advice (see *Appendix 1*) will be developed and communicated to help pupils protect themselves from being caught up in cyber bullying and to advise them on reporting any incidents.
- Pupils will be informed about cyber bullying through curricular and pastoral activities.
- Pupils and staff are expected to comply with the school's Acceptable Use Policy.
- Parents will be provided with information and advice on cyber bullying.

### **Practices and Procedures**

- The responsibilities of the school and of pupils as set out in the Anti-Bullying Policy apply also to this policy.
- Positive use of ICT will be promoted and the Acceptable Computer Use Policy will be kept under review as technologies develop.
- CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of ICT.
- The school will encourage safe use of ICT, emphasising, for example, the importance of password security and the need to log out of accounts.
- The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.
- Confidential records will be kept of all cyber bullying incidents.

### **Responding to cyber bullying**

Cyber bullying will generally be dealt with through the schools countering bullying policy. A cyber bullying incident might include features different to other forms of bullying, prompting a particular response. Key differences might be:

- Impact: possibly extensive scale and scope
- Location: the anytime and anywhere nature of cyber bullying
- Anonymity: the person being bullied might not know who the perpetrator is
- Motivation: the perpetrator might not realise that his/her actions are bullying
- Evidence: the subject of the bullying will have evidence of what happened

### **Support for the person being bullied**

As with any form of bullying, support for the individual will depend on the circumstances. Examples include:

- Emotional support and reassurance that it was right to report the incident
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on other aspects of the code to prevent re-occurrence
- Advice on how the perpetrator might be blocked from the individual's sites or services
- Actions, where possible and appropriate, to have offending material removed
- Advice to consider changing email addresses and/or mobile phone numbers
- Discuss contacting the police in cases of suspected illegal content

### ***Investigation***

The nature of any investigation will depend on the circumstances. It may include, e.g.

- Review of evidence and advice to preserve it, for example by saving or printing (e.g. phone messages, texts, emails, website pages)
- Efforts to identify the perpetrator, which may include looking at the media, systems and sites used. Witnesses may have useful information.
- Contact with the Internet Watch Foundation / the Police / Safeguarding Children Board Officer if images might be illegal or raise child protection issues
- Requesting a pupil to reveal a message or other phone content or confiscating a phone. Staff do not have the authority to search the contents of a phone.

### ***Working with the perpetrator***

Work with the perpetrator and any sanctions will be determined on an individual basis, in accordance with the Anti-Bullying Policy, with the intention of:

- Helping the person harmed to feel safe again and be assured that the bullying will stop.
- Holding the perpetrator to account, so they recognise the harm caused and do not repeat the behaviour.
- Helping bullies to recognise the consequences of their actions and facilitating change in their attitude and behaviour.
- Demonstrating that cyber bullying, as any other form of bullying, is unacceptable and that the school has effective ways of dealing with it.

### ***Evaluating the effectiveness of counter bullying procedures***

- Members of staff will report any incidents of cyber bullying to the Head teacher.
- The Headteacher will review any serious incident within three months of the school dealing with any reported cases and will ensure that an annual review of Cyber Bullying and the Anti-Bullying procedures are carried out.
- The review will take into account comments and suggested areas for improvement from staff and students, including input from the Herrick Management Team.

## **CYBER BULLYING CODE OF ADVICE**

### ***Three Steps to Safety***

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including phone numbers or passwords.
2. If someone insults you online or by phone, stay calm. Ignore them, but tell someone you trust.
3. "Do as you would be done by!" Think how you would feel if you were bullied. You are responsible for your behaviour - so don't distress other people or encourage others to do so.

### ***If you are being bullied***

It is never your fault. It can be stopped and it can usually be traced.

- Don't ignore the bullying. Don't reply, but do tell someone you can trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you seem frightened or angry it will only make the person bullying you more likely to continue.

### ***Text / video messaging***

- You can turn off incoming messages for a couple of days.
- If bullying persists you can change your number (ask your mobile phone provider).
- Do not reply to abusive or worrying messages. You can report them to your mobile phone provider.

### ***Email***

- Never reply to unpleasant or unwanted messages.
- Don't accept emails or open files from people you don't know.
- Don't delete bullying emails – print them or save them as evidence in a separate folder.

### ***Social networking sites, chatrooms and instant messaging***

- Change privacy settings so you can choose who to be friends with and who can see your profile. Don't add anyone you don't know to your friend list.
- Don't use your real name in chatrooms.
- Never give out your photo or personal details, like your address, phone number or which school you go to.
- Don't post any pictures or videos you wouldn't be happy for your parents or teachers to see. Once they are online they can be copied and posted in other places where you can't get rid of them.
- Keep your passwords private and don't tell anyone, not even your best friend.
- To report suspicious behaviour online and to learn more about keeping yourself safe online visit [www.thinkyounow.co.uk](http://www.thinkyounow.co.uk)

***Always report bullying incidents. Not doing that allows the bully to continue. That's not good for the victims, for those who witness the incidents or for the bully, who may need help to change their antisocial behaviour.***

## APPENDIX 9 - PREVENT/TERRORISM POLICY

### Aims and Ethos

Children at Herrick Primary School bring a wealth of knowledge and understanding about the world around them. It is our aim to build on these skills and promote a willingness and enthusiasm to learn more.

**Challenge** - We aim to build successful learners through high expectations of learning and behaviour to allow all pupils opportunities to fulfil their full potential, make good progress and learn lifelong skills.

**Creativity** - Is a strong focus, ensuring that school is fun! The school will be a bright, attractive and stimulating place to learn.

**Community** - We value parents and governors as our partners in education and will involve them, and the wider community, in the life of the school. We will enable all pupils to become responsible citizens who will make a positive contribution to society and build economic well-being.

**Caring** - Children will be happy and secure, and their achievement will be celebrated and valued by all. They will learn to respect, and be responsible for, their environment.

**Consistency** - The school will grow and change, but we will remain true to our vision.

**Communication** - We realise the importance of efficient, effective communication. Everyone must feel that they have opportunities for consultation and be kept informed.

**Confidence** - To build independent and confident learners who are able to live safe, healthy and fulfilling lives; equipping them for future challenges.

Herrick Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All members of staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) which has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

### Definitions and Indicators

**Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

**Extremism** is defined as the holding of extreme political or religious views. The Governing Body has a **zero tolerance** approach to extremist behavior. We rely on our strong values to steer our work, and ensure that the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our positive promotion of behaviour through the PSHE curriculum and assemblies, equips our pupils with the skills to reject violence in all its forms.

## **Aims and Principles**

The main aims of this policy statement are to ensure that Herrick staff members are all fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here, and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

### **The principle objectives are that:**

Pupils are encouraged to adopt and live out our core values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.

Pupils are helped to understand the importance of democracy and freedom of speech, through assemblies and through pupil voice.

Pupils are taught how to keep themselves safe, in school and when using the Internet.

Pupils participate in local community events so that they appreciate and value their community.

Pupils’ wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.

Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

Governors and all school staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

## **CONTEST**

The Office for Security and Counter Terrorism works to counter the threat from terrorism, and its work is detailed in the counter terrorism strategy - CONTEST. This strategy is based on four areas of work:

**Pursue** - To stop terrorist attacks.

**Prevent** - To stop people becoming terrorists or supporting terrorism.

**Protect** - To strengthen our protection against a terrorist attack.

**Prepare** - To mitigate the impact of a terrorist attack.

This policy has been formulated in line with 2008 Department for Children Schools and Families (DCSF) document entitled ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’ Resources from the document will be used in school. Primarily our work will be concerned with PREVENTION which is outlined more specifically in the DCSF document.

This policy should be read alongside the school’s Safeguarding, Equal Opportunities,

E-Safety and Anti-bullying policies.

## **Procedures for Referrals**

Any member of staff who has a concern must report it immediately to:

Designated Senior Person (DSP) – Mrs A Aydin (Assistant Headteacher/SENCo).

Assistant DSP – Mr U Patel (Headteacher) (in her absence)

Assistant DSP – Miss S Kaur (in her absence)

Depending on the severity of the comments made the following action will be taken:

- DSP will discuss the comments with the pupil.
- DSP will record the incident on our CPOMS electronic Safeguarding system.
- DSP will contact the parents/carers of the pupil.
- DSP will advise Mrs Smart (Safeguarding Governor), of the incident and his actions.
- The DSP will then contact the local authority and/or police if deemed necessary.

### **The role of the Curriculum**

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The RE (Religious Education), PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths, visit places of worship and are taught about how to stay safe when using the Internet.

Effective tackling of controversial issues can help pupils challenge their own and others' perceptions and misconceptions. To do this, classroom practices include:

- Delivering questioning techniques, to open up safe debate.
- Building confidence, to promote honesty.
- Ensuring freedom of expression and freedom from threat.
- Debating fundamental moral and human rights principles.
- Promoting open respectful dialogue.

### **Staff Training**

Through INSET opportunities in school, we will ensure that our staff members are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. All staff at Herrick have completed an on-line Safeguarding course including Prevent.

### **Governors**

Governors are kept informed about developments in this area through the Safeguarding Governor. The Designated Senior Person and the Safeguarding Governor meet regularly.

### **Policy Review**

The Anti-Terrorism policy statement will be reviewed annually as part of the overall

## **APPENDIX 10 - ANTI-HARASSMENT POLICY - PUPILS**

Herrick Primary School are committed to providing and continuing to provide a co-operative, comfortable working and learning environment free of sexual harassment of any kind. Any form of sexual harassment is unlawful and will not be tolerated, and action will be taken against those who breach the policy.

### **The school's aims:**

- To create a working and learning environment that is free from sexual harassment and where all members are treated with courtesy, dignity and respect
- To promote appropriate standards of conduct at all times
- To implement strategies to ensure that all members of the school community know their rights and responsibilities in this area
- To encourage the report of prohibited behaviour
- To provide an effective complaints procedure based on principles of natural justice
- To treat all complaints in a serious, sensitive, fair, timely and confidential manner
- To guarantee against victimisation or reprisals

### **Definition of sexual harassment**

The Equality Act of 2010 provides this definition: “unwanted conduct of a sexual nature which has the purpose or effect of violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.” It covers indecent or suggestive remarks, unwanted touching, requests or demands for sex and the dissemination of pornography.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

### **If the sexual harassment policy is breached**

If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL (Mrs A Aydin). The DSL will then directly contact Children's Social Care/DAS in accordance with the LSCB Referrals Procedure<sup>16</sup> to decide how the incident will be managed. Referrals to the police will often be a natural progression of making a referral to children's social care.