



# **Coomb Briggs Primary School**

## **Safeguarding Policy**

**Reviewed: November 2021**

## **Whole School Safeguarding Policy Purpose and Aims**

The purpose of this safeguarding policy is to provide a secure framework for schools/education settings in safeguarding and promoting the welfare of those pupils/students who attend. The policy aims to ensure that:

- All pupils/students are safe and protected from harm.
- Other elements of provision and policies are in place to enable pupils/students to feel safe and adopt safe practices;
- Staff, pupils/students, governors, visitors, volunteers and parents/carers are aware of the expected behaviours' and the establishment's legal responsibilities in relation to its pupils/students.

## **Ethos**

Safeguarding is considered everyone's responsibility and as such all schools/education establishments aim to create the safest environment within which every pupil/student has the opportunity to be safe and achieve their full potential.

Coomb Briggs recognise the contribution they can make in ensuring that all pupils/students registered or who use the establishment, feel that they will be listened to and have appropriate action taken to any concerns they may raise. Coomb Briggs will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents/carers to develop and provide activities and opportunities throughout our curriculum that will help to equip all children and young people with the skills they need. This will include materials and learning experiences that will encourage all children and young people to develop essential life skills and protective behaviours.

## **Responsibilities and Expectation**

Coomb Briggs Primary School has a governing body whose legal responsibility it is to ensure that the school has an effective safeguarding policy and procedures in place and to monitor that the school complies with them. The governing body should also ensure that the policy is made available to parents/carers if requested. It is also the responsibility of the governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils/students who attend the school and that the school has procedures for handling allegations of abuse made against members of staff (including the head teacher and volunteer helpers). The governing body will ensure that there is a named governor and a designated safeguarding lead that has lead responsibility for dealing with all safeguarding issues in school.

It is the responsibility of the school's designed safeguarding person to ensure that all safeguarding issues raised are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people at Coomb Briggs and that this training takes place at least every three years.

The school's designated safeguarding person can deliver safeguarding within school provided they are linked in to the support and quality assurance process offered by North East Lincolnshire Council. This includes mandatory attendance at an annual 'Training for Trainers' programme and receiving monitoring visits from the professional advisor or local authority delegated staff. The school's designated safeguarding person is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate all conferences, core groups or meetings where it concerns a child/young person at the school and to contribute to multi-agency discussions to safeguard and promote the child/young person's welfare.

The school's designated safeguarding person is also required to complete a self-assessment audit report annually which demonstrates that the safeguarding arrangements at Coomb Briggs are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the named governor for safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared annually with the local authority, which will have an auditing role in ensuring the school/education setting is meeting its safeguarding requirements under section 175/157 of the Education Act 2002 for both maintained and independent schools.

All child protection concerns need to be acted on immediately. If school staff are concerned that a child/young person may be at risk or is actually suffering abuse, they should tell the school's designated safeguarding person immediately. They should also follow the procedure set out in the local authority's child protection procedure document.

All adults have a duty to refer all known or suspected cases of abuse to NEL Children's Services or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. School Nurse, Education Welfare Officer, it is the responsibility of that agency staff to formally report the referral to the designated child protection lead in the first instance. Where the disclosure is made by a child/young person attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the on-site senior designated person and a formal notification made to the host school/establishment's designated child protection lead where the child/young person is on roll for information or to agree the appropriate action to be taken. Any records made should be kept securely on the child/young person's main education/child protection file. A referral should not be delayed if it is felt/identified that a child/young person is at immediate risk.

## **Recognising Concerns, Signs and Indicators of Abuse**

Safeguarding is not just about protecting children/young people from deliberate harm. It includes such things as pupil/student safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child/young person subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child/young person.

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

The following indicators listed under the categories of abuse are not an exhaustive list:

### Physical Abuse

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

### Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person'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/young person 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 child/young people. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children/young person frequently to feel frightened or in danger, or the exploitation or corruption of children/young person.

- Some level of emotional abuse is involved in all types of maltreatment of a child/young person though it may occur alone. Symptoms that indicate emotional abuse include: Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm.

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person 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/young people to behave in sexually inappropriate ways, or grooming a child/young person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children/young people.

### Neglect

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

What to do if you are concerned. If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

√ Do stay calm and listen carefully.

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

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Head Teacher. Where those concerns relates to the Head Teacher however, this should be reported to the Chair of Governors using the school/establishments' whistle-blowing policy.

### **Managing Allegations**

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

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the designated safeguarding lead who will advise the Head Teacher. In the case of the allegation being made against the Head Teacher this will be brought to the immediate attention of the chair of governors and the area education manager. The head teacher/chair of governors must discuss with the local authority's designated officer (LADO) the nature of the allegations in order for the appropriate action to be taken.

Dependant on the allegation being made, Head Teacher will need to:

- Refer to the LADO immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.

- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting or evaluation meeting.
- Advise the Independent Safeguarding Authority (ISA) where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

### **Training**

All members of staff and volunteers will have access to whole school safeguarding training at least every three years. Coomb Briggs will also, as part of induction, issue information in relation to safeguarding policy and any policy related to safeguarding and promoting children/young people's welfare to all newly appointed staff and volunteers.

Designated safeguarding lead and alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the designated safeguarding lead/alternate to be able to better undertake their role and support the school in ensuring safeguarding arrangements are robust and achieve better outcomes for the pupils/students in the school. This includes taking part in multi-agency training in addition to safeguarding training.

Governing bodies will have access to safeguarding training and a school's named governor for safeguarding will also undertake additional training at least every two years to support their employers' role in handling allegations against adults who work with children and young people, including our staff and volunteers.

Safeguarding arrangements will be reported on a termly basis to the governing body and the school safeguarding policy reviewed annually in order to keep it updated in line with local and national guidance/legislation. A summary of the safeguarding policy will be available to parents/carers via the school website and hard copies of the policy to be available throughout the school. Upon request arrangements will be made for the policy to be made available to parents/carers who first language is not English.

### **Current Safeguarding Issues**

The following safeguarding concerns actual or suspected should be referred immediately to NEL Children's Services. The concerns featured below are linked to guidance and local procedures which can be found on the NEL Safeguarding Children Board website at:

<http://www.safernel.co.uk/local-safeguarding-childrens-board/>

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

#### Forced Marriages

Schools/establishments do not support the idea of forcing someone to marry without their consent and will follow LSCB procedures to refer any child and young person immediately to NEL Children's Services.

#### Honour Based Violence

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

#### Trafficked Children/Young People

Child/young person trafficking involves moving children/young people across or within national or international borders for the purposes of exploitation. Exploitation includes children/young people being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud.

Where schools/establishments are made aware of a child/young person being suspected of or actually being trafficked and/or exploited, schools/establishments shall report those concerns to the appropriate agency.

#### Female Genital Mutilation

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for child/young person to go abroad with the intention of having her circumcised. If any of the above areas of concern are brought to the attention of staff in the school these concerns will be reported to the appropriate agency in order to prevent this form of abuse taking place.

#### Abuse Linked to Faith and Beliefs

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to

get rid of the possessing spirit. This is abusive and will result in a criminal conviction for those using this form of abuse even if the intention is to help the child.

### Children Missing Education

“Basic to safeguarding children/young people is to ensure their attendance at school.” (OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professional to monitor their well-being. All schools will encourage the full attendance of all children at school. Where concerns that a child is missing education and/or because of suspected abuse are raised, these will be reported to NEL Children’s Services and the Children Missing from Education Service to effectively manage the risks and liaise with all relevant agencies.

### Safeguarding Disabled Children/Young People

Disabled children/young people have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children/young people. Disabled children/young people do however require additional action. This is because they experience greater risks as a result of negative attitudes and ‘created vulnerability’. This may lead to disabled children/young people having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (Safeguarding Children, DCSF, July 2009).

Schools/establishments will ensure that all disabled children/young people are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this schools/establishments will ensure that staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child/young person.

### Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young person are properly selected and checked. Schools/establishments will ensure that they have a member of every recruitment panel who has received appropriate recruitment and selection training and that all relevant staff are appropriately qualified and have the relevant employment history and checks undertaken to ensure they are safe to work with children/young people.

### Domestic Abuse

The Government defines domestic abuse as “Any incident of threatening behaviour, violence or abuse psychological, physical, sexual, financial or emotional between adults who are or have been intimate partners or family members regardless of gender or sexuality”. Children/young people may suffer both directly and indirectly if they live in

households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children/young people, and it will often be appropriate for such children/people to be regarded as “Children in Need” under the Children Act 1989. Where there is evidence of domestic violence, schools will report concerns to the appropriate agency including children’s social care and the Police in order to prevent the likelihood of any further abuse taking place.

### Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child/young person under the age of 16 (18 if a disabled child/young person) who is cared for and provided with accommodation by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A local authority

For more than 28 days and where the care is intended to continue. It is a statutory duty for schools/establishments to inform the local authority when they are made aware of a child or young person who may be subject to private fostering arrangements.

### Child Exploitation

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to children and young people all schools/establishments will ensure that they have in place appropriate measures such as security filtering, and an acceptable use policy linked to their e-safety policy. Schools/establishments will ensure that staff are aware of how not to compromise their position of trust in or outside of the school/establishment and are aware of the dangers associated with the internet and other mobile technology.

### E-Safety

The school/establishment’s e-safety policy will clearly state that mobile phone or electronic communications with a pupil/student at school/establishment is not acceptable. Where it is suspected that a child/young person is at risk from internet abuse or cyber bullying, schools/establishments will report concerns to the appropriate agency.

### Safeguarding Children and Young People Linked to Gang Activity

Schools/establishments will endeavour to protect children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. Schools/establishments will take all reports seriously and will share this information appropriately with other agencies to safeguard all children and young people from harm.

### Sharing of nude/semi-nude images

Sharing of nudes and semi-nudes ('sexting') involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery') is illegal. Schools/establishments will take all reports seriously and will share this information appropriately with other agencies to safeguard all children and young people from harm.

### Peer on peer abuse

Peer on peer abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children both on and offline. Peer on peer can take many forms. It can happen both inside and outside of school/college and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nudes and semi nudes images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals.

The above list is not exhaustive and as policy guidance and legislation develops within the remit of safeguarding such changes will be reviewed and the policy updated as appropriate and in line with the Local Safeguarding Children Board and North East Lincolnshire Council to ensure that all schools/education establishments are a safe place to learn and work.

Linked to other policies: Child Protection, Relationships and Sexual Education, Mental Health and Wellbeing, Health Education, E-safety, Equality and Diversity, Data Protection, Positive Behaviour, Attendance and Mobile Phones.

Appendix A – Named safeguarding officers at Coomb Briggs Primary School:

The schools/establishments 'Designated Safeguarding Lead' is:

Mrs Louise Martin

If they are not available then the school/establishment's alternate lead is:

Mrs Helen Redmond

Mr Shaun Bell

The school's Named Safeguarding Governor is:

Mrs Val Crosby

The school/establishment's Chair of Governors is:

Mrs Val Crosby

The Local Authority's Designated Officer (LADO) for North East Lincolnshire Local Authority is:

[ChildrensSafeguardingandReviewingService@nelincs.gov.uk](mailto:ChildrensSafeguardingandReviewingService@nelincs.gov.uk)

And can be contacted on 01472 326118.