

Eccleston Mere Primary School



Child Protection

(Updated July 2018)

The school recognises its obligation under Section 175 of the Education Act 2002 to promote and safeguard the welfare of all its pupils and sees its Child Protection and Safeguarding Policy as fulfilling a key part of this duty. Eccleston Mere Primary believes that all children, regardless of ethnicity, nationality, religion, culture, family circumstances and ability, have the right to be protected. We believe that every child has the right to be happy, healthy and safe.

Safeguarding and promoting the welfare of children is defined as, in accordance with "**Keeping Children Safe in Education 2016** " protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes".

1 Introduction

(i) Eccleston Mere Primary fully recognises the contribution it makes to safeguarding children. There are three main elements to our policy:

- Prevention through teaching, pastoral support and strong and authentic relationships with pupils and families.
- Procedures for identifying and reporting cases or suspected cases of abuse. Because of our day to day contact with children, school staff are well placed to identify and act upon signs and indications of abuse.
- Support to pupils who may have been subject to abuse and working with families and additional agencies in order to address and prevent any safeguarding issues and achieve positive outcomes.

(ii) Our policy applies to all staff and volunteers working in the school, community education staff and governors. Teaching Assistants, Mid-day Assistants, Office staff, as well as teachers can be the first point of disclosure for a child. Concerned parents, carers or members of the community may also contact school governors, the Head Teacher or the Pastoral Manager if they are concerned about a child.

Please note that if you are ever concerned about the welfare of a child or family you must contact Social Care. This number is displayed on Safeguarding charts located around the school.

2. Types and definitions of abuse

(i) Abuse can take many different forms. Eccleston Mere Primary staff receive training to understand the different forms of abuse and their signs and symptoms.

(ii) Definitions and examples of the different forms of abuse can be found in Appendix 1

(iii) The four main categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect.

(iv) In relation to *'Keeping Children Safe in Education 2016'*, Eccleston Mere Primary also recognise additional forms of abuse which children may be at risk of. These include:

- Female Genital Mutilation
- Radicalisation and Extremism.
- Forced Marriage
- Child Sexual Exploitation
- Private Fostering
- Child Missing in Education

3. Prevention

(i) Eccleston Mere Primary recognises high self-esteem, supportive friends and positive relationships with trusted adults who support prevention and early intervention when it comes to safeguarding children. The school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to;
- Ensure children know that there are adults in school whom they can approach if they are worried or are in difficulty;
- Embed skills throughout school that help children to keep themselves safe. This includes throughout the curriculum, whole school initiatives and bespoke interventions.

- Include in the curriculum, materials which will help children develop a realistic perspective and appropriate attitude to the responsibilities of adult life and the treatment of children.

4. Procedures

(i) The Role of the School

Eccleston Mere Primary follows the procedures set out by the St. Helens Safeguarding Children Board. These are available at www.sthelenslscb.org.uk and Eccleston Mere Primary also has clear internal procedures for dealing with safeguarding issues; these are adopted and followed by all staff members.

School recognises that parents must be informed of its decision to make a Social Care Referral. However, in certain circumstances parents may not be contacted if, informing the parents may put the child at risk of serious harm or informing the parents may jeopardise children's social care/ police enquiry or attempt to protect the child.

The school will:

- Ensure it has two Designated Safeguarding Leads who are responsible for dealing with safeguarding issues within school. Both staff will have undertaken the training course provided by the Local Authority as minimum; this will be refreshed every two years.
- Recognise the key role of the Designated Safeguarding Leads and arrange all necessary support and training.
- Receive additional training in order to best support children and their families and achieve positive outcomes regardless of individual circumstances or challenges.
- Ensure every member of staff and every governor knows: - The name of the Designated Safeguarding Leads and their roles.

They are: -

Head Teacher - Mrs Sue Hesketh

Pastoral Manager - Mrs Diane Riley

The name of the Governor responsible for safeguarding is: Miss Diane Wright

(ii) The Role of the Designated Senior Leads

There are key people within schools and the LA who have specific responsibilities under Safeguarding procedures.

The Head Teacher, and the Pastoral Manager are the Designated Safeguarding Leads (DSL). The roles and responsibilities of the DSL is

- To be fully conversant with the Local Authority and School Safeguarding Procedure
- To provide all staff with advice in regard to safeguarding
- To ensure that appropriate action is taken in school and that the correct procedures are followed in all cases of suspected / actual abuse
- To maintain a record of pupils in school who are on the child protection plans and keep this updated as notification is received. To liaise with the Education Welfare Officer, school nurse, other professionals as appropriate to ensure that these children are monitored.
- To maintain records within the school about those children whose safety and welfare are causing concern.
- To attend / participate in child protection conferences, core group meetings, child in need meetings as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends. On the rare occasion of no such person being able to attend, then to provide a report to conference from school.
- To inform the Children and Young People's Services Safeguarding Children unit in writing using the LA pro forma when a child on the CPR leaves the school and to inform the new school of the child's status on the register, transferring files wherever possible.
- To organise and monitor training / information as appropriate for all staff. To be trained personally at a single and multi-agency level and to undertake refresher training as necessary. To attend LA cluster meetings/trainings on a termly basis. To hold safeguarding induction sessions for new staff and volunteers working across school. To refresh volunteers and all staff on initiatives and developments as the need arises.
- To ensure that the curriculum offers opportunities for raising pupils awareness and for developing strategies for their protection.
- To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils.
- To ensure close working relationships with the SENCo.
- Ensure that all members of staff and volunteers are aware of the need to be alert to signs and symptoms of abuse and know how to effectively respond to a child who makes a disclosure.

"Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children...Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm". **"Keeping Children Safe in Education," 2016**

"All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed". **"Keeping Children Safe in Education,"2016**

- Ensure that parents and carers have an understanding of the responsibility placed on the school and staff to safeguard children in accordance with *"Keeping Children Safe in Education"* (September 2016) and *"Working Together to Safeguard Children"* (March 2015). Eccleston Mere Safeguarding Policy is shared with all parents via the website / pupil admission meetings and paper copies are available from the School Reception.
- Provide refresher training for all staff every year and a Safeguarding Induction (including issuing the Child Protection and Safeguarding Policy) for new staff and volunteers.
- Notify the Local Social Care team if:
 - There are concerns regarding a child's welfare or safety.
 - School should need to exclude a pupil on a Child Protection Plan or who has involvement with social care, either for a fixed term or permanently.
 - There is an unexplained absence of a pupil on a Child Protection Plan or who has involvement with social care.
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at initial case conferences, core group meetings and child protection review conferences.
- Keep chronology of concerns and changes of family circumstances about children even when there is no need to refer the matter to social care.
- Ensure that current chronology records are kept secure and serious case concerns in a locked location. All archived files of children who have left the school will be kept securely and stored for 18 years.

- Adhere to the procedures set out by the St.Helens Safeguarding Children Board and their Safeguarding Procedures when an allegation is made against a member of staff.

All allegations will be referred to the Local Authority Designated Officer (LADO). Staff, parents, carers and members of the public may make a referral to the LADO.

Timba Kariengoru: Tel 01744 671246.

- Employ robust and secure safer recruitment procedures which are always mindful of protecting children from unsuitable people. Staff trained in 'Safer Recruitment' Ensure senior leaders have up-to-date training.
- Ensure that all our practice is family centred and puts the voice of the child first.
- Seek guidance from the Education Safeguarding Team
- Seek guidance from the Governing Body.

(iii)The Role of the Senior Leadership Team

It is recognised that as Safeguarding is a shared responsibility at multi agency level, so it is within school. The DSL's will share decisions with the Senior Management Team. If the DSL's are not available then the Senior Management Team should be consulted about any concerns. In the unlikely event of the senior management team being unavailable or if a course of action is unclear then the LA child protection Officer, or the Local Authority Adult and Children's Services Contact Centre should be contacted on (01744 676600).

See Appendix 3

(iv)The Role of the Governing Body

The Governing Body are aware of their role in overseeing the school's arrangement for safeguarding. They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay. They will review all safeguarding structures annually.

(v)The Role of the named Governor

The named Governor: (Diane Wright) will

- Support the school in promoting *Every Child Matters*
- Support the school in safeguarding children
- Support the staff in ensuring child safety
- Foster links between the *Governing Body* and the school
- Support the *Governing Body* in carrying out its statutory duties

The named governor will meet their brief through the following:

- Discussions with staff and *Governors* about how the school delivers the *Every Child Matters* agenda through curricular and extra-curricular activities, school policies and procedures. Such developments are included in the termly *Head Teacher's* report and newsletters.
- Attending safeguarding training led by the school and external agencies (training in safeguarding is held each year by the school)
- Liaising with the *Head Teacher* in school on a regular basis (at least half termly) and providing feedback from such meetings for all *Governors*
- Ensuring the *Safeguarding Policy* is reviewed and monitored annually
- Ensuring that staff and *Governors* receive relevant training
- Ensuring sufficient time and resources are allocated to allow the *DSLs* to fulfil their responsibilities
- Reporting back to the relevant committee or the *Governing Body* as and when appropriate
- Awareness of the importance of confidentiality

Governors will not investigate concerns and allegations, ask for information about individual children or cases, act independently or create unnecessary work for staff.

(vi) INFORMATION SHARING

Our school recognises that information sharing is key to the *Government's* goal of delivering better, more efficient services that are coordinated around the needs of the individual. We are aware that it is essential to enable early intervention and preventative work, for safeguarding and promoting welfare and for wider public protection.

- It should be remembered the Data Protection act is not a barrier to sharing information but provide a framework to ensure that personal information about living persons is shared appropriately.
- We must be open and honest with the person, and or family where appropriate, from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- We will ensure that the information that is shared is necessary for the purpose for which it is being shared, and is only shared with those people who need to have it. Information should be accurate and up to date, shared securely and in a timely fashion.
- We will keep records of all our decisions and the reasons for them, whether it is to share information or not. If we decide to share information, a record of what was shared, with whom and for what purpose will also be recorded.

See **Appendix 2** Key questions for information sharing.

(vii) **PROFESSIONAL CONFIDENTIALITY**

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child.

Confidentiality is respected through:

- The storage of child protection records in a lockable filing cabinet
- Ensuring information exchanged between professionals in school/ other agencies is kept between those directly involved with the child / family

It must be remembered however that the child's welfare is paramount and takes precedence over all other considerations. If a child is deemed to be at risk of significant harm, then referrals to Children's Social care must be made. In the case of disclosure of abuse, staff are advised never to promise a child that they will keep it a secret as this may well inhibit action being taken which would be in the child's best interest.

Normally, personal information should only be disclosed to third parties with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. When necessary, in the best interests of the child, a disclosure may need to be made to a relevant professional body in order to safeguard that child/ren. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

(viii) SINGLE CENTRAL RECORD

Holding a single central record is a statutory requirement. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers.

The record is in tabular form and includes

- Names and addresses and dates of birth
- Evidence that all teachers have been checked against list 99
- Evidence that all staff employed since March 2002, who have regular contact with children, have been CRB checked
- Evidence that staff appointed since May 2006 have been DBS checked
- Evidence that supply teachers who work at the school regularly have been checked against list 99 and have a recent DBS check
- Evidence that Governors have DBS checks
- The dates checks were carried out
- Evidence that all teachers have qualified teacher status
- Evidence of permission to work for those who are not nationals of a European Economic Area

Ensure all staff have completed the letter entitled 'Childcare Disqualification and Disqualification by Association'

5. SUPPORTING PUPILS AT RISK

(i) General

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. While at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The school will endeavour to support pupils through.

- Behaviour Management Policy
- Anti-Bullying and Anti-Harassment
- Care and Control
- Special Education Needs
- Health and Safety
- Sex and Relationships Education
- Referral to Pastoral Manager
- Referral to other agencies. (i.e., CAMHS, BIT, Young carers)

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

The Safeguarding Policy should be read in conjunction with other related policies in school-

Code of Conduct

Whistle blowing Policy

Preventing extremism and Radicalisation policy

Procedure for managing allegations against people who work with children and young people

Health and Safety policy/ Health Care Plans

Administering Medicine

Care and Control Policy

Drugs Education Policy

E safety Policy

Child Sexual Exploitation (LSCB)

Anti-harassment and anti- bullying & Hate Crime policy

Attendance policy

Recruitment and Selection,

Guidance for Safe Working Practice for Adults who work with Children and Young People

Summary handbook-what to do if you think a child is being abused

It is also important that Safeguarding is referenced across the curriculum to ensure risk assessment and safeguarding is embedded throughout all teaching and activities.

All the above policies are available to all staff and are located in either a separate policy document or in the staff handbook, which is located in the Head Teacher's office. Most of these policies are also available to view via the school website or on the noticeboard in the staffroom.

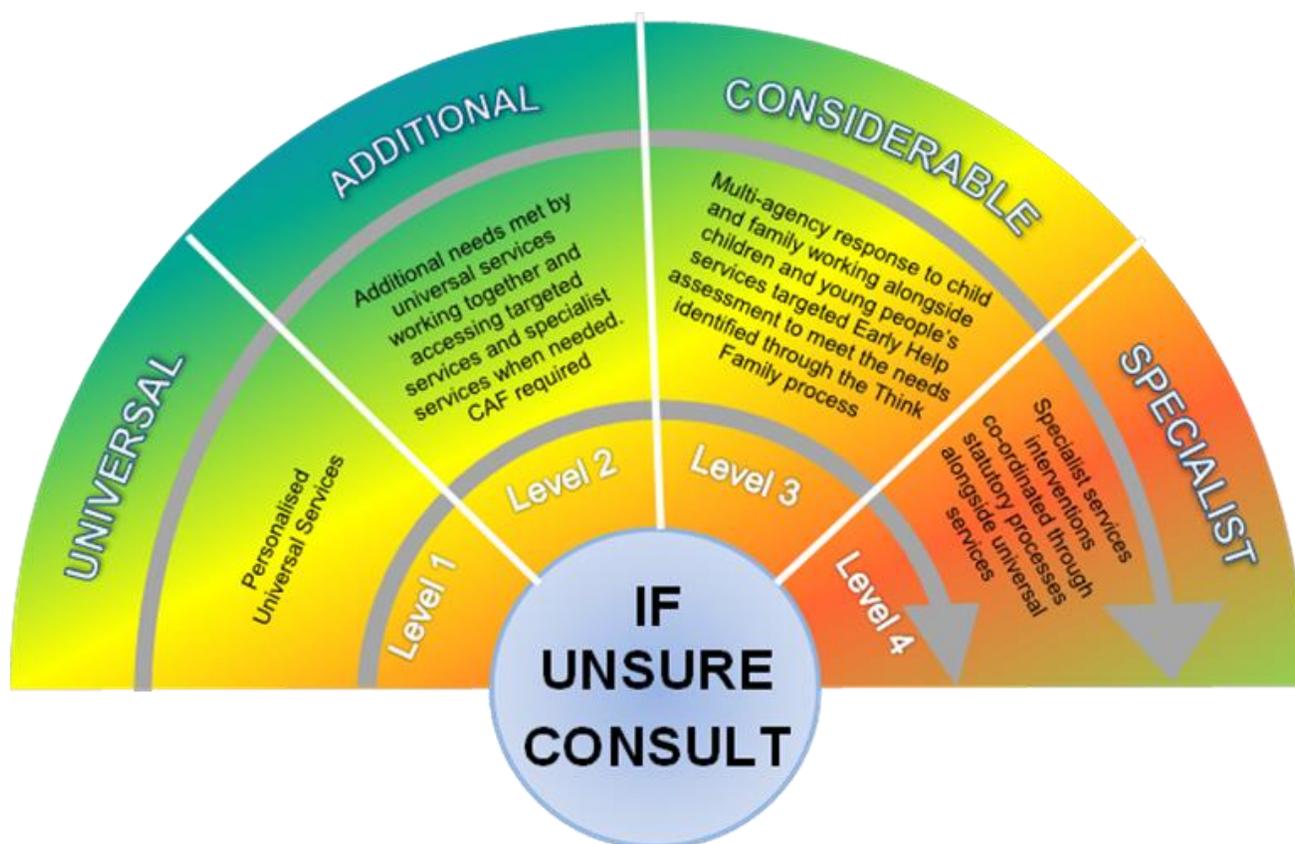
An induction process is undertaken between the Head Teacher and any students or volunteers. The Head Teacher will go through the school handbook at this time to make any new staff aware of the policies and procedures at Eccleston Mere. A level 1 training pack is also issued to individuals.

PROCEDURE TO FOLLOW IF THERE IS A CONCERN THAT PROFESSIONALS ARE NOT WORKING WELL TOGETHER

(See the Local Safeguarding Children's Board website, for the complete Escalation Procedure Document -) www.sthelenslscb.org.uk

(ii) Early Help Offer

Eccleston Mere Primary recognises that early intervention can have a positive impact for our families and can prevent children from significant harm. Therefore Eccleston Mere Primary promotes an Early Help Offer which is a graduated structure aimed at providing support at the appropriate and earliest level. This is in accordance with St.Helens Borough Council's Family Support Model



<u>Level of Need</u>	<u>Intervention</u>	<u>Persons & Agencies who may be involved</u>
Level 1 Children and young people who are achieving each of the 5 outcomes	Whole school initiatives. Informal contact with children, parents and carers to resolve low level issues	The child and their family School staff
Level 2 Children and young people who may need extra support in order to achieve the 5 outcomes	School Support Meetings Informal meetings with parents and carers to resolve low level issues. These may require a referral to an additional agency and will be reviewed	The child and their family School staff Possible involvement of an external agency
Level 3 Children and young people who have complex needs and who may require coordinated support in order to achieve the 5 outcomes	Common Assessment Form (CAF) A document completed by the family with support from the lead professional. The CAF document brings together all agencies involved	The child and their family School staff Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist. This also extends to more

	<p>with a family to ensure that everyone is working together and information is shared. The CAF would then be taken to a Service Allocation Meeting (SAM) to ensure that the appropriate support is being given. Parents and Carers or the child where appropriate, must consent to this document.</p> <p>Support Plans, similarly to a CAF, look to bring agencies and families together in order to put in place the best package of support. Parents and Carers or the child where appropriate, must consent to this document</p>	<p>targeted services such as counselling services, NSPCC or agencies associated with a particular condition. In some cases Social Care will be invited to Family Support Meetings</p>
<p>Level 4 Children and young people who will not achieve the five outcomes without intensive support</p>	<p>Child in Need These are meetings for families who require intensive support in order for the child to achieve their 5 outcomes. These meetings are led by Social Care and all agencies involved will be invited along with parents and carers. These meetings are statutory and therefore do not require parental consent. Child Protection These are meetings for families whose children are at risk of significant harm. These meetings are led by an intendant chair and all agencies involved will be invited along with social care, parents and carers. These meetings will be reviewed every 6 weeks during core group meetings and every 6 months for review child protection conferences. These</p>	<p>The child (where appropriate) and their family School staff Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. Social Care would always attend Child in Need and Child Protection conferences.</p>

	meetings are statutory and therefore do not require parental consent	
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(iii) Supporting the pupil at risk

We recognise that children who are subject to abuse in whatever form may experience a significant effect on their social and emotional wellbeing as well as their academic attainment.

Eccleston Mere Primary recognises that school is a stable and secure environment in the lives of our pupils. Therefore we strive to create a safe and consistent environment.

In accordance with "*Working Together to Safeguard Children 2015*", Eccleston Mere Primary recognises that some children may be considered more vulnerable than others. These include

- A disabled child and has a specific additional need
- Has special educational needs
- A young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health, domestic violence, and/or
- Is showing early signs of abuse and/or neglect

The school will endeavour to support the pupil through:

- Our prevention procedures.
- The school's behaviour policy is aimed at supporting all pupils in our school especially those who are identified as being vulnerable. Eccleston Mere Primary recognises that all behaviour is a form of communication and we aim to address any underlying issues through pastoral intervention.
- Listening to the child's voice.
- Eccleston Mere Primary is committed to working with the appropriate agencies that best support our children and their families.
- Eccleston Mere Primary will continue to refer children who are already open to Social Care and will exercise the St. Helens Local Authority's escalation policy when deemed necessary.
- When any vulnerable pupil leaves our school, all information will be sent either by secure email or a personal visit to the new school. Social Care would be informed where necessary.

(iv) Safeguarding and Attendance

If a child is absent who is deemed to be vulnerable and contact is not made with the school regarding their absence, then the Pastoral Manager and another member of staff may call to the family home to ensure the child's safety.

If a child is absent who is on a Child Protection Plan and contact is not made with the school regarding their absence, then the Pastoral Manager or another member of staff will inform Children's Social Care.

When a child is continually missing education, Eccleston Mere Primary will follow Local Authority procedures and will work with the appropriate agencies, including Education Welfare. Eccleston Mere Primary will always strive to put the correct interventions into place to ensure that Persistent Absentees improve their attendance.

If a pupil goes missing from the school site during the school day, the parent or carer and the Police will be informed immediately; it may also be appropriate to notify Children's Social Care. Once a child has left the school premises, it is the responsibility of the Police and not staff to try and secure the child. Eccleston Mere Primary recognises that it may be more dangerous for both staff and the child, if staff were to try and secure the individual.

A child is classed as being missing from Education when they have not been seen for 10 days. This would result in a contact being made to EWO via official documentation.

Appendix 1 – Categories and Definitions of Abuse

Physical Abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. Types of physical abuse include:

- Hitting or smacking
- Shaking
- Throwing
- Poisoning
- Burning and scalding
- Drowning
- Suffocating
- Fabricating or Inducing Symptoms of illness in a child
- Any other way of causing physical harm.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. This may involve:

- Conveying they are worthless, unloved, inadequate or only valued insofar as they meet the needs of another person.
- Not giving a child opportunity to express their views, 'making fun' of what they say or how they communicate.
- Inappropriate expectations for their age or development – including overprotection.
- Seeing or hearing the ill treatment of other such as domestic violence or abuse.
- Serious bullying and causing the child to feel frightened or in danger.
- Exploitation or corruption of children.
- All types of ill-treatment of a child. Even if a child is subject to another abuse from another category, they will still experience a level of emotional abuse.

Neglect

Neglect is the persistent failure to meet a child's basic physical, developmental and/or psychological needs, likely to result in the serious impairment of a child's health or development. This can also occur during pregnancy as a result of parental substance misuse. This includes when a parent or carer fails to provide:

- Adequate food clothing or shelter (including exclusion from home and abandonment).

- Protection from physical and emotional harm and danger.
- Ensure adequate supervision.
- Access to appropriate medical care or treatment.
- Meeting the child's basic emotional needs.

Sexual Abuse

Sexual abuse is 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. This includes:

- Physical contact including penetrative and non-penetrative acts.
- Involving children looking at or in the production of sexual images.
- Watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- Grooming a child in preparation for abuse.

Peer on Peer Abuse

Peer on peer abuse is when children are harmful to one another. There are a variety of forms this can take and include physical abuse, sexual abuse, bullying, cyber-bullying, sexting and prejudiced behaviour.

- Physical abuse may include hitting, kicking, nipping, shaking, biting, hair pulling or otherwise causing physical harm to another person.
- Sexually harmful behaviour may range from inappropriate language, inappropriate role play to sexually touching another or sexual assault.
- Bullying includes actions such as making threats, spreading rumours, attacking someone physically or for a particular reason, e.g. size, gender, sexual orientation and excluding someone from a group on purpose. To be considered bullying, there must be an imbalance of power such as physical strength, access to embarrassing information or popularity to control others. There must also be repetition. Bullying behaviours happen more than once or have the potential to happen more than once.
- Cyber-bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites to harass, threaten or intimidate someone for the same reasons as in the bullying statement above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

- Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending "nude pics, rude pics or nude selfies". Once an image is taken and sent the sender has lost control of the image and the images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.
- Prejudiced behaviour is the term referring to a range of hurtful behaviours, physical or emotional or both which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society - in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Female Genital Mutilation or FGM

Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a cultural practice. There are no health benefits to Female Genital Mutilation. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first generation immigrants, refugees and asylum seekers.

Key Points:

- It is NOT a religious practice.
- Occurs mostly to girls aged 5-8 years old; but up to around 15.
- It has been a criminal offence in the United Kingdom since 1985.
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison.

Reasons for this cultural practice include:

- Cultural identity - an initiation into womanhood.

- Gender identity - moving from a girl to a woman - enhancing femininity
- Sexual control - reduce the woman's desire for sex
- Hygiene/cleanliness - un mutilated women are regarded as unclean.

Risk Factors include:

- Low level integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- A visiting female elder from the country of origin
- Being taken on a long holiday to the family's country of origin
- Talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period for FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long periods of absence with symptoms of FGM, advice should be sought from the police or social services. It is a mandatory reporting duty under section 5B of the **"Female Genital Mutilation Act"** 2003(as inserted section 74 of the Serious Crime Act 2015)

There is a statutory duty upon school staff to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out on a girl under 18.

Post FGM symptoms include:

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Reluctant to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear

Longer term problems include:

- Difficulties urinating or incontinence
- Frequent or chronic vaginal, pelvic or urinary infections
- Menstrual problems
- Kidney damage and possible failure Cysts and abscesses
- Pain when having sex
- Infertility

- Complications during pregnancy and childbirth
- Emotional and mental health problems

Forced Marriage

There is a clear difference between 'forced marriage' and 'arranged marriage'. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage.

In law both parties to a marriage must validly consent to the marriage, the minimum age a person is able to consent to a marriage is 16. A Forced Marriage Protection Order can be obtained from a Family Court in order to protect victim, both adults and children from a potential forced marriage or people who are already in a forced marriage.

Potential warning signs or indicators that a child is at risk of Forced Marriage

- absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance ,poor punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

Eccleston Mere Primary acknowledges that persistent absence from school or requests for leave of absence can be an indicator of a potential safeguarding risk. The issues surrounding Forced Marriage link directly to the school attendance policy; any absences from school will be followed up in accordance with this policy. This is to ensure that we make every effort to know a child's whereabouts and make sure they are safe to the best of our ability.

What to do if you have a concern regarding Forced Marriage?

Forced Marriage is an offence and if this is happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child or young person is being forced to marry then you must share your concerns with the Designated Senior Lead (DSL) who will make

appropriate contact with Children's Social Care or the Police. The Forced Marriage unit can be contacted for advice and help in making the referral. Telephone 020 7008 0151

Radicalisation and Extremism

Radicalisation refers to the process by which a person comes to support terrorism and/or extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy (2015) 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.

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;
- Foster hatred which might lead to inter-community violence in the UK

Indicators of vulnerability include:

- Identity crisis - the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal crisis - the pupil may be experiencing family tensions, a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship groups 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 a pupil'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 pupil 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

- Special Educational Needs - the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motives of others

(This is not an exhaustive list, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism).

Eccleston Mere Primary work reflects the government PREVENT strategy (August 2015) in their approach to radicalisation and extremism. Staff are required to read elements of the prevent strategy relating to school and education. Any concerns regarding radicalisation or extremism in children and young people should be passed onto the school's single point of contact or SPOC. The SPOC will then refer on to the local PREVENT officer, Children's Social Care and/or the Police.

The PREVENT officer for Eccleston Mere is Susan Hesketh. Tel 01744678280.

The PREVENT officer for St.Helens is John Danher. Tel 01517778383.

Child Sexual Exploitation

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

Warning Signs and Symptoms of Child Sexual Exploitation

- Can be difficult to identify and can be mistaken for 'normal' teenage behaviour
- Be involved in abusive relationships
- Hang out with groups of older people, anti-social groups or with other vulnerable peers
- Associates with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang memberships
- Have older boyfriends or girlfriends
- Spend time at places of concern such as hotels or known brothels
- Not know where they are because they have been moved around the country
- Go missing from home, care or education

- Have expensive items such as mobile phones that they can't or won't explain.
- Be very secretive about what they are doing online
- Have access to drugs or alcohol

How do we manage suspected cases of Child Sexual Exploitation?

Eccleston Mere Primary will respond to suspected cases of Child Sexual Exploitation in relation to St.Helens safeguarding procedures.

St.Helens Safeguarding Children's Board has its own subgroup dedicated to CSE known as Multi Agency Child Sexual Exploitation group (MACSE)

If a child or young person is at risk or suspected of being sexually exploited, concerns should be passed on to the Designated Senior Lead, Lynne Mills, immediately. That child or young person will then be referred onto the Police and contact may also be made with Children's Social Care.

Referral forms can be found on St.Helens Safeguarding Children's Board website within the Merseyside Multi Agency Protocol Child Sexual Exploitation or a copy can be requested from the Designated Senior Lead within School.

Private Fostering

Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult.

A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). Private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.

Examples of private fostering could include:

- Children or young people who are sent to this country for education or health care by their parents from overseas.
- Teenagers living with a friend's family because they do not get on with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because there has been bereavement, serious illness or their parents have divorced or separated.
- A child from overseas staying with a host family while attending school or overseas students at boarding school who do not stay with a host family during the holidays.

Education and other professionals have a duty to notify the Local Authority and Children's social care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer. Private Foster carers also have a responsibility to notify the Local Authority. If a member of staff or any individual believes that a child is being privately fostered, they should contact Children's Social Care or inform the Designate Senior Lead who will make the referral

Appendix 2

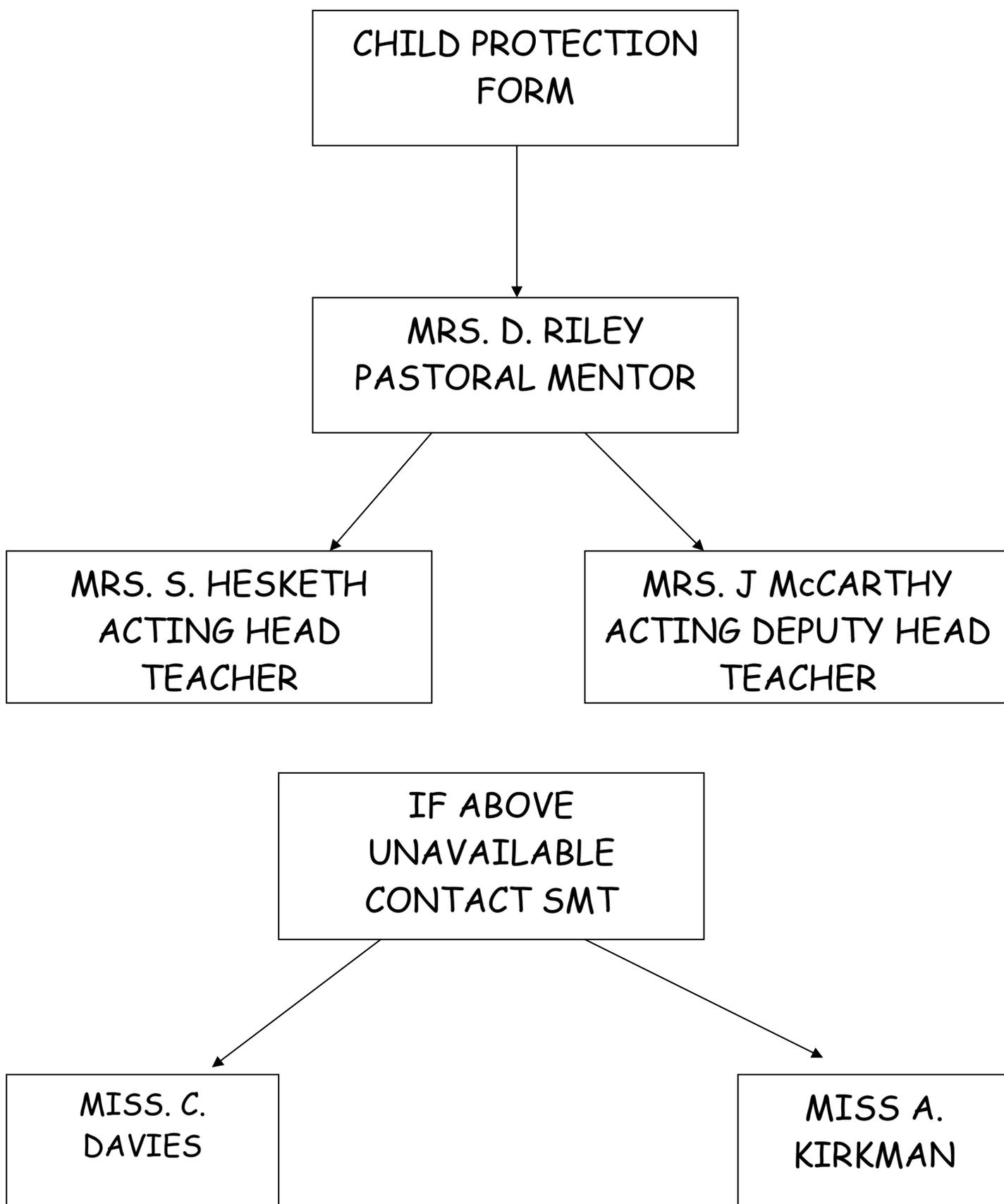
Key Questions for Information Sharing

If you are asked, or wish, to share information, you must use your professional judgment to decide whether to share or not and what information it is appropriate to share, unless there is a statutory duty or a Court Order to share.

To inform your decision these seven key questions should aid you in ensuring appropriate information sharing takes place.

1. Is there a clear and legitimate purpose for you or your agency to share the information?
2. Does the information enable a living person to be identified?
3. Is the information confidential?
4. If the information is confidential, do you have consent to share?
5. If consent is refused, or there are good reasons not to seek consent to share confidential information, is there a sufficient public interest to share the information?
6. If the decision is to share, are you sharing information appropriately and securely?
7. Have you properly recorded your information sharing decision?

ECCLESTON MERE PRIMARY SCHOOL
SAFEGUARDING FLOWCHART



Appendix 4

Whole-School Policy on Safeguarding Children

A. Named staff with designated responsibility for Safeguarding

Academic Year: 2017/2018

Named staff with designated responsibility for safeguarding:

Acting Head teacher: Susan Hesketh

Pastoral Manager: Diane Riley

Acting Deputy Head Teacher: Judith McCarthy

Nominated Governor: Diane Wright

B. Review dates for this Policy

Review Date	Changes made	By whom
14/06/2016	Nominated governor and academic year	Buildings & Estates sub-committee
14/06/2017		Buildings & Estates sub-committee
10/10/2017	Reviewed in light of new members of staff and responsibilities	Health & Safety

