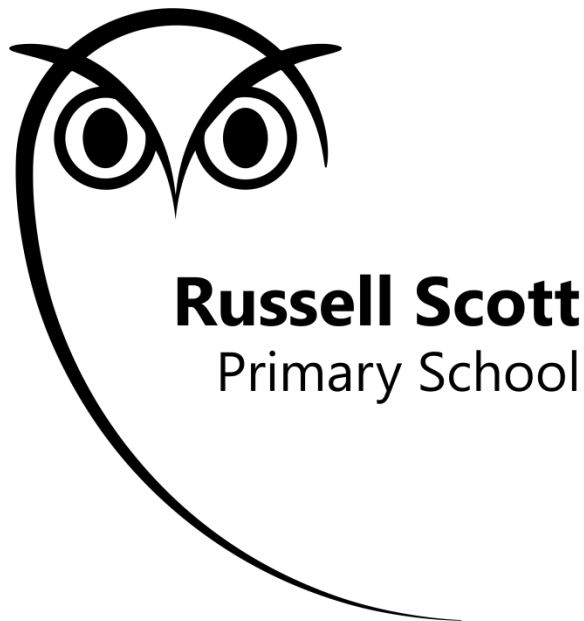


Child Protection and Safeguarding Policy



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Date of next review	September 2026	

Russell Scott Primary School – Child Protection and Safeguarding Policy

Useful Contacts

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Chair of Governors	Elaine Healey admin@russellscott.tameside.sch.uk
Nominated Governor for Safeguarding and Child Protection	Lynne Watkins 0161 320 5186 admin@russellscott.tameside.sch.uk
Local Authority Designated Officer	Ray Said 0161 342 4398/ 07808212203 ladoreferrals@tameside.gov.uk
Multi Agency Safeguarding Hub (MASH)	Hours – Monday to Wednesday 8.30am to 5pm, Thursday 8.30am to 4.30pm and Friday 8.30am to 4pm 0161 342 4101 Out of hours 0161 342 2222
Looked After Children	Virtual School – Newton Centre 0161 342 4057 admin.virtualschool@tameside.gov.uk Contact- Hayley O'Reilly- 07593100683 hayley.oreilly@tameside.gov.uk
CAMHS	Springleigh – 716 3600
Neighbourhood Police Teams	North Tameside – 0161 856 9260 South Tameside 0161 856 8345
Police Public Protection Unit – deal with concerns around children/domestic abuse	0161 856 9363
Police child abuse investigation unit- CSE	Cse.tameside@gmp.pm.police.uk 0161 856 9218
NSPCC helpline	0808 800 500
NSPCC Whistleblowing helpline	0800 028 0285 help@nspcc.org.uk

Contents

Child Protection Policy

1. [Safeguarding Statement and Principles](#)
2. [Roles and Responsibilities](#)
3. [Supporting Children](#)
4. [Record Keeping](#)
5. [Support for those Involved in a Child Protection Issue](#)
6. [Confidentiality](#)
7. [Abuse of Trust](#)
8. [Complaints Procedure](#)
9. [Whistleblowing](#)
10. [Allegations and low level concerns against Staff](#)
11. [Safer Recruitment](#)
12. [Extended school and off-site arrangements](#)
13. [Photography and Images](#)
14. [E-safety](#)
15. [Linked Policies](#)

Child Protection Procedures:

1. [Categories of Abuse](#)
2. [Children Particularly Vulnerable](#)
3. [Mental Health and Safeguarding](#)
4. [Indicators of Abuse](#)
5. [Taking Action](#)
 - a. [Suspect risk of harm](#)
 - b. [Child discloses something](#)
 - c. [Notifying parents](#)
 - d. [Making a referral](#)
6. [Confidentiality](#)
7. [Record Keeping](#)

Appendices

1. [Specific Safeguarding Issues](#)
 - a. [CME](#)
 - b. [CSE](#)
 - c. [CCE](#)
 - d. [Domestic Abuse](#)
 - e. [Online Safety](#)
 - f. [FGM](#)
 - g. [Forced Marriage](#)
 - h. Counter Terrorism/ [Prevent](#)
 - i. [Child on Child Abuse](#)
 - j. [Sexual Violence and Harassment](#)
 - k. [Honour Based Abuse](#)
 - l. [Private Fostering](#)
2. Code of Conduct
3. Whistleblowing Code
4. Radicalisation Procedure
5. Reporting a concern flowchart
6. Managing Low Level Concerns
7. Managing Allegations of Sexual Violence and Sexual Harassment
8. Visitor Protocol
9. Late Collection Procedure

Child Protection Policy

1. Policy Statement and Principles

Safeguarding Statement

At Russell Scott Primary the health, safety and well-being of every child is our top priority. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils. We are a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure. Our pupils' welfare is our paramount concern.

The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have the right arrangements to identify, assess and support those children who are suffering or likely to suffer harm. We have a number of policies and procedures in place that contribute to our safeguarding commitment including this Child Protection Policy.

Adults in our school take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We listen to our pupils and take seriously what they tell us. All staff receive regular safeguarding training and updates and are aware of signs to look out for, and processes to follow should there be any concerns. We will always act in the best interests of the child.

Policy principles

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

Policy aims

- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of all teaching and non-teaching staff, volunteers and supply staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide 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 packages for those children.
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

Terminology

Safeguarding and promotion of the welfare of children refers to the process of protecting anyone under the age of 18 from maltreatment preventing the impairment of health or development, ensuring they grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable them to have the best outcome.

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

Russell Scott Primary School – Child Protection and Safeguarding Policy

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

Child refers to all young people who have not yet reached their 18th birthday.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This includes supply or agency staff working on a temporary basis.

Definition

In line with KCSIE (2024), at Russell Scott Primary School we define Safeguarding and protecting the welfare of children as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children’s mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Legal Framework

This policy has consideration for, and is in compliance with, the following legislation and statutory guidance:

Legislation

Children Act 1989
Children Act 2004
Education Act 2002
Education (Health Standards) (England) Regulations 2003
Safeguarding Vulnerable Groups Act 2006
School Staffing (England) Regulations 2009, as amended
Equality Act 2010
Human Rights Act (1998)
Public Sector Equality Duty
Protection of Freedoms Act 2012
The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
The Children and Families Act 2014
The Sexual Offences Act 2003
Children and Social care Act 2017
GDPR May 2018

Statutory guidance

DfE (2023) ‘Working Together to Safeguard Children
DfE (2024) ‘Keeping Children Safe in Education
DfE (2015) ‘What to do if you’re worried a child is being abused’
DfE (2018) ‘Information sharing advice for safeguarding practitioners’
DfE (2018) ‘Disqualification under the Childcare Act’ 2006
DfE (2023) ‘The Prevent duty: Departmental advice for schools and childcare providers’

Local Guidance

Tameside Safeguarding Children Partnership - Thresholds for Assessment and the Continuum of need Guidance

Russell Scott Primary School – Child Protection and Safeguarding Policy

Tameside Safeguarding Children Partnership – Tameside Children’s needs
Framework
Greater Manchester Safeguarding partnership guidance

2. Roles and Responsibilities

2.1 Role of DSL/Deputy DSL

All schools must nominate a senior member of staff to coordinate child protection arrangements. The lead person with overall responsibility for child protection and safeguarding is the **Designated Safeguarding Lead (DSL), Julie West. The deputy DSL is Sarah Fulton.** The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate people to advise on safeguarding concerns.

The role of the DSL/Deputy DSL includes:

MANAGING REFERRALS – the DSL/Deputy DSL will:

- Refer all cases of suspected abuse to Multi Agency Safeguarding Hub (MASH) and to the Police if a crime may have been committed.
- Liaise with the head teacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- If early help is appropriate the DSL/Deputy DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment. They will monitor any cases referred to early help and consider referral through MASH to children’s services where the situation does not improve.
- Refer cases to the Channel programme where there is a radicalisation concern as required.

RECORD KEEPING – the DSL/Deputy DSL will:

- Ensure reported incidents and concerns are logged on CPOMS by the appropriate person accurately and in a timely manner.
- Maintain a chronology of significant incidents for each child with safeguarding concerns using the CPOMS system.
- Ensure any paper records (e.g. conference reports) are kept confidentially and securely and separate from the child’s educational record.

When a child leaves our educational establishment, the DSL will make contact with the DSL at the new educational establishment and will ensure that the child protection records are transferred securely to the receiving educational establishment in an appropriately agreed manner. Evidence will be retained to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment or evidence of recorded delivery. Consideration will be given as to whether it will be appropriate to share any information with the new school in advance of the child leaving.

INTER-AGENCY WORKING AND INFORMATION SHARING – the DSL/Deputy DSL will:

- Cooperate with Children’s Social Care for enquiries under section 47 of the Children Act 1989.
- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required providing both written and verbal reports as requested.

Russell Scott Primary School – Child Protection and Safeguarding Policy

- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.
- Be aware of pupils with a social worker. Share appropriate information about the welfare and safeguarding issues with teachers in order to help promote educational outcomes for all children.

Locally, the three safeguarding partners (the local authority; an integrated care board for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

DSL/Deputy DSL TRAINING

Undertake appropriate training, **updated every two years**, and update knowledge and skills at least annually in order to

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- be aware of responsibilities under the Prevent duty
- understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Continuum of Need guidance and tools and the early help planning processes;
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

Ensure each member of staff has access to and understands the educational establishment's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

Organise whole-educational establishment child protection training for all staff members regularly, and provide updates at least annually. These updates will include changes to legislation and procedures and relevant learning from national serious case reviews. Ensure staff members who miss the training receive it by other means.

Ensure the educational establishment allocates time and resources every year for relevant staff members and governors to attend training.

Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.

Maintain accurate records of staff induction and training.

DSL Role in AWARENESS RAISING

Review the safeguarding and child protection policy and procedures annually and liaise with the educational establishment's governing body to update and implement them.

Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the educational establishment in any investigations that ensue.

Russell Scott Primary School – Child Protection and Safeguarding Policy

Provide updates to the educational establishment on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews, at least annually.

DSL alongside Governing Body - QUALITY ASSURANCE

Monitor the implementation of and compliance with policy and procedures.

Complete an audit of the educational establishment's safeguarding arrangements at frequencies specified by the Tameside Safeguarding Children Partnership. Act on any necessary actions as a result of the audit.

Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

2.2. Role of the Designated Teacher for Looked after Children

The **Designated Teacher (Julie West)** works with the Virtual Headteacher to promote the educational achievement of children who are cared for and have a social worker. They will work with the Local Authority and Virtual Educational Establishment Head to discuss how available funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education plan. The designated teacher also has responsibility to promote the educational achievements who have left care i.e. been adopted, special guardianship etc.

2.3 Role of the Nominated Governor for Safeguarding

The **nominated governor** responsible for safeguarding to champion good practice is Lynne Watkins. They will liaise with the head teacher and provide information and reports to the governing body.

2.4 Role of the Headteacher

The **head teacher**, Steve Marsland, will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

2.5 Role of the Governing Body

The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within our school's ethos and reflected our day-to-day practice. They are responsible for ensuring that the Designated Safeguarding Lead is an appropriate member of staff from the school leadership team. Members of the Governing Body will meet regularly with the DSL and other members of the school community to challenge and oversee procedures and policies. They will take part in mandatory safeguarding training to ensure they can be effective in their role of overseeing safeguarding in school.

2.6 Role of the Staff

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. Staff know that if they have any concerns about a child's welfare they must act on them immediately.

All staff are expected to engage with safeguarding training on a regular basis in order to increase their understanding

Russell Scott Primary School – Child Protection and Safeguarding Policy

of harm and be aware of processes and procedures to follow. Any new staff will undertake induction training which will include key aspects of safeguarding.

All staff are aware of the process for making referrals to children's social care and that statutory assessments under section 17 (children in need) and section 47 (a child suffering harm, or likely to suffer significant harm) may follow a referral along with the role they might be expected to play in such assessments.

3. Supporting Children

As a school we assess the risks and issues in our wider community when considering the well-being and safety of our pupils. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. We recognise that children may be at risk of abuse or exploitation in situations outside their families. Our educational establishment may be the only stable, secure and predictable element in their lives.

We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- relevant issues may be covered through relationships education and relationships and sex education or through PSHE (personal, social, health and economic education)
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- ensuring that all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them
- monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures
- taking children's wishes and feelings into account when determining what action to take and what services to provide.

4. Record Keeping

All child protection and welfare concerns, discussions and decisions made will be recorded on CPOMS. Safeguarding concerns will be recorded by all staff.

Russell Scott Primary School – Child Protection and Safeguarding Policy

If a child about whom there have been concerns transfers to another educational establishment all appropriate information, including child protection and welfare concerns, will be forwarded securely to the pupil's new educational establishment as a matter of priority. The DSL will provide relevant information within 5 days of transfer.

5. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

6. Confidentiality, Consent and Information Sharing

We recognise that all matters relating to child protection are confidential. The head teacher or the DSL will disclose any information about a pupil to other members of staff on a need to know basis, and in the best interests of the child. All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. All staff members have a professional responsibility to share information with other agencies in order to safeguard children. We will always act in the best interests of the child.

All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in the second part of this policy- Procedures for Child Protection

7. Abuse of trust

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

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Code of Conduct sets out our expectations around behaviour and conduct of staff, students and volunteers (see appendix 1).

8. Complaints Procedure

Russell Scott Primary School – Child Protection and Safeguarding Policy

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the headteacher and governors.

Complaints from staff are dealt with under the school's complaints and grievance procedures.

9. Whistleblowing - If you have a concerns about the management of safeguarding

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistle blower is a person who raises a general concern (in good faith) related to any of the following wrongdoings:

- unlawful act (e.g. theft, fraud or corruption)
- a miscarriage of justice
- health and safety breach
- **child protection and safeguarding concerns**
- environmental or property damage
- improper conduct
- breach of the school's policies including the Code of Conduct
- concealing or attempting to cover up any of the above.

The wrongdoing you disclose must be in the public interest. This means it must affect others. Anyone with serious concerns about any wrongdoing will be encouraged to come forward with these concerns. Any employee raising concerns will be protected from reprisals or victimisation as long as the employee is not acting maliciously or for personal gain. The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

School follows the Tameside Whistleblowing Policy -see <https://www.tameside.gov.uk/whistleblowing> for full details.

10. Staff (including volunteers and supply staff) –allegations and concerns

All staff will be subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2023*.

At Russell Scott Primary School we recognise the possibility that adults working in the school may harm children. This includes all employed staff, governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of any adult in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by email (see contact details – page 1). Concerns can come from various sources including a suspicion, a complaint, a disclosure by a child, parent or adult, or as a result of checks undertaken.

The headteacher has to decide whether the concern is an allegation or low level concern. The term 'low level' does not mean it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the LADO.

Russell Scott Primary School – Child Protection and Safeguarding Policy

Allegations

It is an allegation if the person has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children (also includes behaviour out of school)

Allegations should be reported to the LADO without delay. Before contacting the LADO, the headteacher should conduct basic inquiries in line with Tameside procedures to establish the facts in order to determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate but to ensure that an appropriate investigation is carried out, whether by the police, CSC, the school or a combination. (see school policy/Tameside Procedures)

Low Level Concerns

Concerns will be called 'low level' if the concern does not meet the criteria for an allegation and the person has acted in a way that is inconsistent with the staff code of conduct. Example behaviours include:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one to one basis in a secluded area or behind a door
- Using inappropriate sexualised intimidating or offensive language.

If the concern has been raised via a third party the headteacher will collect as much evidence as possible by speaking to the person who raised the concern, and by speaking to the individual involved and any witnesses.

Reports about supply staff and contractors will be notified to their employers so that any patterns of behaviour can be identified.

Low level concerns will be recorded in writing including:

- Name of individual sharing the concern
- Details of the concern
- Context in which the concern arose
- Action taken

Records will be kept confidential and will be held securely and comply with the data protection act 2018. Records will be kept until the individual leaves the employment of school. Records will be regularly reviewed in order to identify any patterns of behaviour. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to the LADO.

See procedural flowchart- appendix 6

Safer Recruitment

Russell Scott endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Keeping Children Safe in Education part 3* together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children

Russell Scott Primary School – Child Protection and Safeguarding Policy

- provide evidence of identity and qualifications
- obtain a relevant DBS certificate
- be interviewed by a panel with at least one member of staff who has undertaken safer recruitment training
- have read the statement about our commitment to safeguarding responsibilities that is put on every job description and person specification

All new members of staff including teachers, teaching assistants and lunchtime supervisors will undergo an induction that includes familiarisation with the school's child protection policy and child protection training needs. This will include training on recognising signs of abuse, responding to concerns, the Code of Conduct and the Child Protection Policy.

11. Extended School and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site (including after school, at the weekends and in the holidays) we will regularly check that they have appropriate procedures in place including safer recruitment procedures, an appointed DSL and regular safeguarding training. Should a club have a concern or allegation about one of their staff members, the school DSL will follow school safeguarding procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place and all appropriate risk assessments have been completed.

12. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website, blogs or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

13. e-Safety

The school has a robust and effective e-safety policy which clearly states the school's approach to mobile and smart technology. The e-safety curriculum is embedded across school meaning that all children learn about appropriate and safe behaviour online. In school (and on school iPads that go home) the security settings are filtered so that only appropriate internet sites can be accessed by pupils. This filtering is constantly reviewed and updated. Pupil activity is carefully monitored to ensure that children remain safe and any concerns can be addressed quickly and robustly. An annual audit is completed around filtering and monitoring.

Most of our pupils will use mobile phones, i-pads and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The

Russell Scott Primary School – Child Protection and Safeguarding Policy

school's e-safety policy explains how we keep pupils safe in school. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils and staff are not allowed to access these sites in school. We acknowledge that some children will have unrestricted and unlimited access to the internet at home via mobile phone networks. All pupils receive regular lessons and updates on the importance of keeping themselves safe on the internet. Parental workshops and newsletters offer advice for parents and carers in online safety. Staff will be vigilant to any concerns about safety whilst completing online learning at home. Parents will be encouraged to monitor all remote learning. Only recommended sites will be used as online learning tools.

14. Linked Policies and Procedures

The following policies and procedures are relevant for the child protection and safeguarding policy and procedure:

- Administration of Medicines Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Policy and Procedures
- Complaints procedure
- Drug and Alcohol Education Policy
- E-safety Policy
- Equalities Policy
- Health and Safety Policy
- ICT Acceptable Use Policy
- Educational Visits Policy and risk assessments
- Physical Education and Sports
- Positive Handling and Physical Intervention Policy and Guidance
- PSHE Policy
- Sex and Relationship Education Policy
- Staff Code of Conduct
- Special Educational Needs and Disabilities Policy

Child Protection Procedures

1. Categories of Abuse

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

There are four categories of abuse: [physical abuse](#), [emotional abuse](#), [sexual abuse](#) and [neglect](#).

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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

- conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person.
- 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.
- seeing or hearing the ill-treatment of another.
- serious bullying, causing children frequently to feel frightened or in danger
- exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (for example, rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or

Russell Scott Primary School – Child Protection and Safeguarding Policy

watching sexual activities, or encouraging children to behave in sexually inappropriate ways. This includes sexual exploitation where children may be manipulated and groomed through apparent interest or kindness in order to partake in inappropriate sexual activity, whether physical or through inappropriate images etc.

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

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 misuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing or 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-takers;
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2. Children who may be Particularly Vulnerable

Some children may have an increased risk of maltreatment. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

All staff will be vigilant to indicators of concern regarding safeguarding for all pupils in our care, however we will give special consideration to children in recognised vulnerable groups including:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse including alcohol
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in sexual exploitation, prostitution or child trafficking
- do not have English as a first language.
- in danger of radicalisation via extreme religious indoctrination
- vulnerable to FGM
- cared for children or formally cared for children
- children who have a parent in prison

Additionally at Russell Scott Primary School, we also recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they more vulnerable to further harm,

Russell Scott Primary School – Child Protection and Safeguarding Policy

as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Staff should be aware that children with special educational needs or disabilities or certain health conditions can face additional safeguarding challenges including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- these children being more prone to peer group isolation or bullying than other children
- children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs
- communication issues can be a barrier to managing or reporting these challenges

At Russell Scott we ensure that extra, appropriate support is provided as and when it is needed.

See Appendix 1 to understand specific vulnerabilities.

3. Mental Health and Safeguarding

All staff at Russell Scott Primary School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

4. Indicators of abuse – what you might see

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

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm

Russell Scott Primary School – Child Protection and Safeguarding Policy

- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs
- communication issues can be a barrier to effective safeguarding
- Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

5. Taking Action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example call 999
- report your concern to the DSL as soon as possible, but at the very latest by the end of the day. If the DSLs are not available, report to the headteacher or a member of SLT.
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern on CPOMS as soon as possible
- seek support for yourself if you are distressed.

Appendix 5 provides a flowchart for reporting a concern.

5a . If you suspect a pupil is at risk of harm

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for

Russell Scott Primary School – Child Protection and Safeguarding Policy

example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

It may be that the pupil is not yet ready to talk about their experiences. They may not know how to tell a member of staff or may not recognise their experiences as harmful. Offer opportunities for the child to talk to you and build up their trust. If you have a concern, however small, it is important that it is passed on now instead of waiting for a child to share.

Discuss these early concerns with the DSL; they may well have a further information about the child or family that add to your concerns. If the pupil does begin to reveal that they are being harmed, you should follow the advice in the section 'If a pupil discloses to you'.

5b. If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on CPOMS or if you are unable to access this immediately make written notes.
- Seek support if you feel distressed.

Staff should use the online recording system CPOMS unless they do not have immediate access to this system. In this case they should use the record of concern form (appendix 4).

5c Notifying parents

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

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

5d Referral to Children's Social Care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Staff can directly refer to children's social care if they feel their concern has not been handled appropriately by the DSL.

6 Confidentiality and Sharing Information

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

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

Child protection information will be stored and handled in line with Data Protection Act 1998 principles.

Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Any written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

As part of meeting a child's needs, it is important for professionals and local agencies to share key information where that information may help to protect a child. This includes sharing information when pupils move schools. This is not affected by new GDPR regulations (see Golden Rules of information sharing).

The educational establishment may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.

We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

Russell Scott Primary School – Child Protection and Safeguarding Policy

The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

Be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.

Try to get consent from parents (or the child, if they have sufficient understanding) to share information, if possible. However, **you do not need consent if you have serious concerns about a child's safety and well-being. If you decide to share information without consent, you should record this with a full explanation of your decision.**

Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if:

- it would place a child at increased risk of harm; or
- it would place an adult at risk of serious harm; or
- it would prejudice a criminal investigation; or
- it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
- required by law or a court order to share information.

Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

Consent is necessary, for:

- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Single Point of Advice.
- early help assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

If you are in any doubt about the need for seeking consent, get advice from the DSL or from the Multi Agency Safeguarding Hub (MASH).

Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

7. Record Keeping

Good record keeping is an important part of the educational establishment's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

Appendix 1

Specific Safeguarding Issues

Staff should be aware of specific safeguarding issues such as:

- Children absent from education
- children and the Court System
- child missing from home or care
- children with family members in prison
- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- county lines
- bullying including cyberbullying
- children who are privately fostered
- domestic abuse
- drugs
- E-safety
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- homelessness
- “honour-based” violence
- mental health
- child on child abuse
- private fostering
- preventing radicalisation and the Prevent duty
- self-harm and suicidal behaviour
- serious violent crime
- sexting
- sexual violence/harassment
- teenage relationship abuse
- trafficking
- upskirting

Further information on these areas can be found below or in KCSIE 2024 Annex B.

1a Further information on Children Absent from and Missing Education (unexplainable absence)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. A child being absent from school is a potential indicator of abuse and neglect and may raise concerns about other safeguarding issues. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school.

Staff will monitor children that are absent from school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal safeguarding procedures.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

Russell Scott Primary School – Child Protection and Safeguarding Policy

- Have not arrived in Reception despite being on school role (they may have moved house and may have transferred school without our knowledge)
- Have been taken out of school by their parents and are being educated outside the school system, e.g. home education.
- Have ceased to attend school and no longer live within a reasonable distance of the school.
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.
- Have not attended school for a period of 10 days and the school has been unable to establish their whereabouts

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

1b Further information on Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and educational establishment staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before

Russell Scott Primary School – Child Protection and Safeguarding Policy

sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly go missing from educational establishments
- Children who receive excessive texts, phone calls often from multiple callers

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited. More information can be found in: *Child Sexual Exploitation- Definition and guide for practitioners (DFE 2017)*.

As much as possible it is important that the young person is involved in decisions that are made about them.

More information can be found in *Child Sexual Exploitation: Definition and a Guide for Practitioners*.

1c Further Information about Child Criminal Exploitation and County Lines (see KCSIE 2024)

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity a) in exchange for something the victim wants or b) for the financial or other advantage of the perpetrator or c) through violence or the threat of violence.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas using dedicated mobile phone lines.

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 or in the local area. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;

Russell Scott Primary School – Child Protection and Safeguarding Policy

- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

1d Further Information on Domestic Abuse

The Domestic Abuse Act 2021 defines Domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident between two people over the age of 16 who are ‘personally connected’ to each other:

- a) Physical or sexual abuse;
- b) Violent or threatening behaviour;
- c) Controlling or coercive behaviour;
- d) Economic abuse;
- e) Psychological, emotional or other abuse.

People are personally connected when they are, or have been married to each other or civil partners or have agreed to marry or be civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of the abuse; and they are related to the abusive person. A child who witnesses domestic abuse is considered to be a victim of domestic abuse following a change in the law.

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

Our school is part of an initiative called Operation Encompass, a scheme that will ensure that we can better support any child where a domestic incident has been reported to Police from their home. Following a domestic incident, the Police will inform a nominated member of staff at the school to notify us that an incident has taken place. This will ensure that we are made aware early enough to support children and young people in a way that means they feel safe, supported and listened to.

For further information consult “Domestic Violence and Abuse” - <https://www.gov.uk/domestic-violence-and-abuse>

1e Further Information on On-line-Safety (use of ICT, the internet, mobile technology and social media)

As a school we have an On-line-Safety policy which includes guidance for all pupils in relation to On-line-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place in school. The filtering system is such that it protects pupils from accessing inappropriate content and alerts staff about any concerning searches that may have been made and blocked. The monitoring system looks at the behaviour of pupils and alerts staff in a timely manner if any patterns of behaviour may be concerning.

Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately. The police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently staff must report concerns in a timely way so that advice and support can be sought. Pupils receive regular lessons, brochures, assemblies and updates around keeping themselves safe online. Parents are supported through regular online safety sessions and weekly guides.

Taking, possessing, or sharing sexualised images of any person under the age of 18 is a criminal offence. School staff will contact the police should concerns arise around sharing, requesting or taking sexualised images. The following websites provide further information in supporting parents and staff in managing inappropriate activity on social media:

Russell Scott Primary School – Child Protection and Safeguarding Policy

- Professional online safety helpline
 - Can ring and they will offer advice around an issue. They have routes to all platforms
- Internet Watch Foundation (IWF).
 - If it is of a sexual nature and the picture had been sent. They look at ways to get it removed
- Report Remove
 - This is for young people to escalate something and get help with getting it removed
- Report Harmful Content.com
 - Shows you how to report on all different platforms
- CEOP report abuse
 - This allows anyone to make a report based on incidents relating to child exploitation and abuse.

1f Further information on Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Russell Scott Primary School – Child Protection and Safeguarding Policy

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. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Staff should be aware of **mandatory** reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out (Serious Crime Act 2015). The report should be made orally by calling 101 however if there is a risk to life or likelihood of immediate harm, professionals should call 999 if appropriate. Further details can be found in Keeping Children Safe in Education September 2024.

1g Further Information on Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

The legal age for marriage is now 18.

1h Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). This initially came into force on 1 July 2015 and was updated in 2023. The Prevent duty directs inspectors to examine an educational establishment’s response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Channel Training

‘Channel’ is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

Russell Scott Primary School – Child Protection and Safeguarding Policy

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

You can complete a short general awareness course online here:

[PREVENT](#)- government course
[Training for Prevent and Channel - Stockport Council](#)

Educational establishments' role in the Prevent agenda is:

Sharing with colleagues

- Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery
- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.
- Indicators of terrorist activity

The Department for education has published The Prevent duty

Departmental advice for educational establishments and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. Early indicators of radicalisation may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Russell Scott Primary School – Child Protection and Safeguarding Policy

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

1i Further Information about Child on Child Abuse

At our educational establishment we believe that all children have a right to attend educational establishment and learn in a safe environment. Children should be free from harm by both adults and other students in the educational establishment.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the educational establishment's Behaviour and Discipline Policy.

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; which
- sharing nudes and semi-nudes (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Safeguarding allegations

Pupils will be encouraged, and reminded, to share any concerns with staff. It is important to remember that Child-on-Child Abuse can happen anywhere even when there are no reported cases. There are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. It is more likely that girls will be victims and boys perpetrators.

All child on child abuse will be taken seriously – there will be a zero tolerance approach to abuse and it will never be passed off as banter (for example). Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the educational establishment
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the educational establishment may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or sexual assaults
- forcing others to watch pornography or take part in sexting
- sexual harassment (see below)
- sexual violence (see below)
- Sexual Exploitation
- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe. We will teach about online safety and appropriate use of the internet. Pupils will be made aware of how to report concerns online at home and in school.

Make it clear that any pupil can raise a concern with staff, and will know that they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment following a period in custody or they have experienced serious abuse themselves. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another pupil, members of staff should always take the concern seriously. They should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

The DSL may contact the Children's Hub or EHA Advisor to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

Russell Scott Primary School – Child Protection and Safeguarding Policy

The DSL will make a record of the concern, the discussion and any outcome.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

Where neither Children’s Social Care nor the police accept the complaint, a thorough educational establishment investigation should take place into the matter using the educational establishment’s usual disciplinary procedures.

In situations where the educational establishment considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. Appropriate support will be put in place for the victim, perpetrator and any other affected children.

1j Further Information on Child on Child Sexual Violence and Sexual Harassment

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. There is a zero tolerance approach to sexual violence and sexual harassment: it is never acceptable and will never be tolerated.

Sexual violence includes rape, assault by penetration, sexual assault, causing someone to engage in sexual activity without consent.

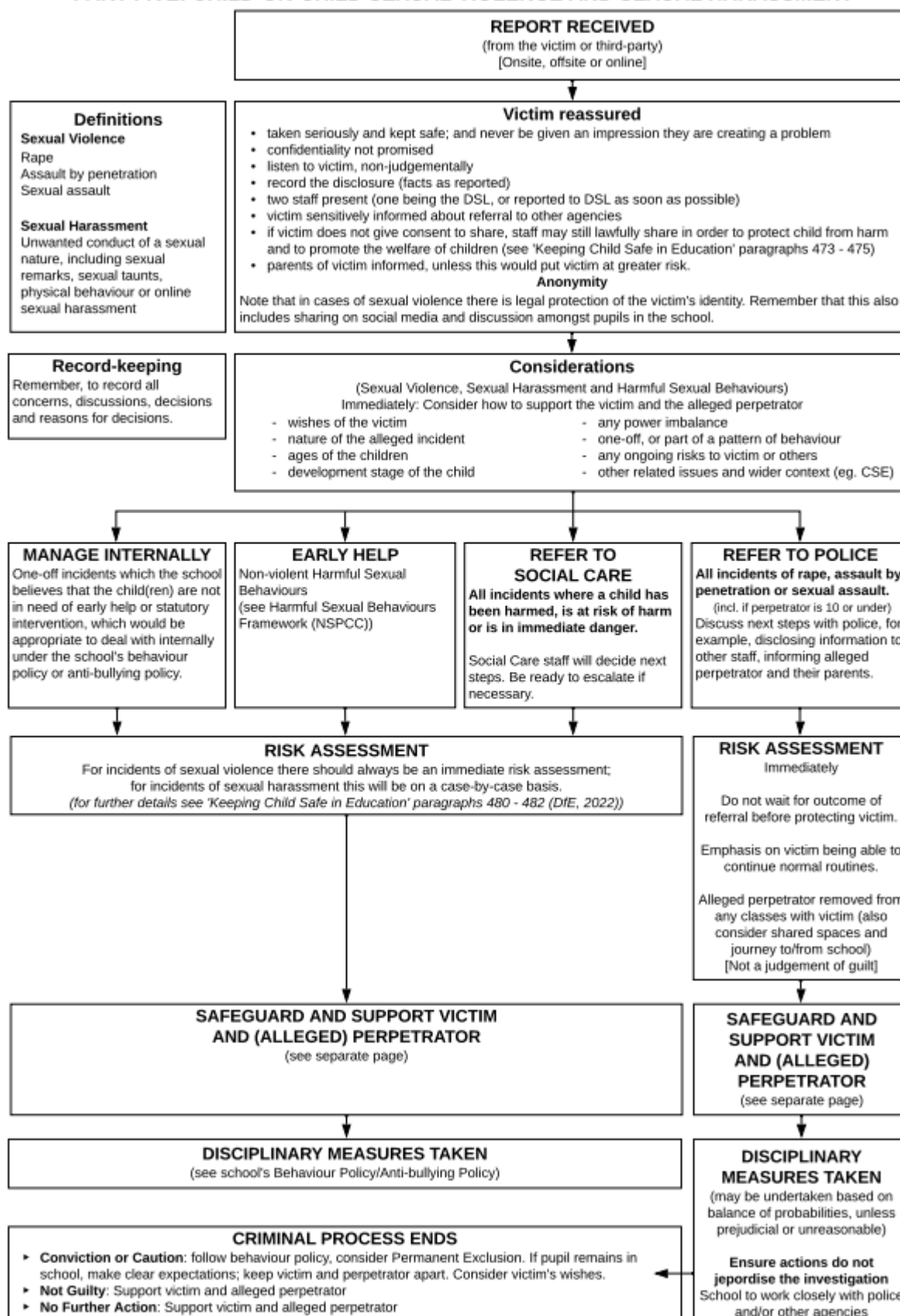
Sexual harassment is any unwanted behaviour of a sexual nature. This includes sexual comments, sexual jokes, physical behaviour and online sexual harassment (sharing images, sexualised bullying, sexual comments online, sexual coercion and upskirting).

We recognise that children might not find it easy to report or talk about abuse. A friend may report a concern or a member of staff may recognise behaviour of concern or overhear comments of concern. Any concerns or allegations should be reported immediately to the DSL. All concerns will be taken seriously and will be dealt with swiftly and appropriately. The DSL and headteacher will then discuss appropriate steps on a case-by-case basis, by using their professional judgement, supported by other agencies, such as children’s social care and the police as required. All processes and procedures will follow guidance given in KCSIE 2024 section 5.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this policy. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved). It is recognised that a pupil may not want any issues discussed and referrals made however school will always act in the best interests of the child. Sibling impact will also be considered. Risk assessments will be completed and records will be detailed and complete, including any necessary actions to reduce future risks.

The flow chart below details the response that school will make to any allegations of sexual harassment and sexual violence.

***PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT**



Source:

*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart

1k Further information on Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

1l Further information on Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

1m Further information on children who are lesbian, gay, bi or trans (LGBT)

The fact that a child is LGBT is not in itself a risk factor for harm. However, we recognise that children who are LGBT can be targeted by other children. This can also be the case when other children perceive them to be LGBT. At Russell Scott we endeavour to provide a safe space for all children and we will not tolerate any offensive behaviour towards any individual. Children will be given space and time to talk as necessary and their rights will be respected at all times.

Appendix 2

CODE OF CONDUCT FOR STAFF, STUDENTS AND VOLUNTEERS AT RUSSELL SCOTT PRIMARY SCHOOL

Aims, Scope and Principles

All staff, students and volunteers in school have a crucial role to play in shaping the lives of young people. As a member of the Russell Scott Team, you have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. School staff have an influential position in school and will act as role models for pupils by consistently demonstrating high standards of behaviour. At Russell Scott we believe everyone has the right to be treated with respect. This policy aims to set out the standards of conduct that we expect all school staff, students and volunteers to follow.

Legislation

In line with the statutory safeguarding guidance [Keeping Children Safe in Education](#), we should have a staff code of conduct which should cover acceptable use of technologies, staff/pupil relationships and communication.

General Obligations

In order to set an example to pupils you must:

- promote the school's interests and not do anything which may adversely affect the school's reputation.
- adhere to the terms and conditions outlined in The School Teachers Pay and Conditions Document and other relevant document (teaching staff). All staff must comply with the requirements of any professional body of which they are a member.
- show tolerance and respect for the rights of others, treating everyone with fairness and dignity
- abide by the policies of Russell Scott Primary School
- express personal beliefs in a way that will not overtly influence pupils or exploit their vulnerability
- do not put yourself in a position where your duty to Russell Scott Primary School and your private interests conflict.

Staff / Pupil Relationships

In order to maintain appropriate pupil and adult relationships, an acceptable level of formality is expected. All adults should consistently model good working relationships both within adult teams and within pupil/adult relationships. This applies across all roles.

Pupils should feel safe and secure in school whilst at the same time, understand the acceptable boundaries regarding their behaviour. Staff must observe proper boundaries with pupils that are appropriate to the teacher's professional position. They must act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so. Any incidents that cause concern or don't follow guidance should be reported (see below). Volunteers will remain in the classroom or in a supervisable open space whilst working with pupils.

Staff should not transport pupils in their own vehicles unless agreed in advance with the child's parents and headteacher.

Any Home Visits should be carried out with a second member of staff and should be risk assessed whenever possible.

Unless there is a serious risk of injury, the use of physical intervention should only be carried out by trained staff. This will only be used to de-escalate situations.

During the COVID pandemic, all staff followed school guidelines – Staff Guidelines, Protocols, Plans and Procedure. If this proves to be necessary once again, staff will be expected to follow these guidelines whilst respecting colleagues by following social distancing protocols and responding appropriately to concerns. Any necessary guidance will be updated at the time.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

You should be familiar with part 1 of the Keeping Children Safe in Education statutory guidance (Sept 2023) and should have access to the school's Child Protection Policy.

Concerns about a Pupil:

It is vitally important that we always act in the best interests of the child. If at any time you have a concern regarding the welfare of any child in school, this should be reported immediately to the DSLs (Designated Safeguarding Leads) Julie West or Sarah Fulton or to the headteacher, Steve Marsland. Classroom based staff have access to CPOMS and can record their concern using this system. Any urgent Child Protection concerns should be reported immediately in person. It is your duty to work to keep children and young people safe at all times and take every step possible to protect them from harm.

Concerns about an adult- Allegations Against Staff (see Appendix 1):

At Russell Scott we will take seriously any allegation of abuse made against a member of staff, temporary agency staff member or a volunteer and will deal with it fairly, quickly, and consistently. The management of any allegation will be such as to provide protection for the child whilst at the same time support the person who is the subject of the allegation.

When allegations are made against an adult, the school will follow the procedures outlined in Keeping Children Safe in Education (2022)

If you have a concern about a member of staff posing **a risk of harm** to children, this should be reported immediately to the headteacher so that the concern can be dealt with promptly and appropriately (see policy- Managing Allegations). The process of managing allegations starts where information suggests that an adult working with children may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.

Russell Scott Primary School – Child Protection and Safeguarding Policy

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside of school)

Low level concerns are concerns that don't meet the threshold of harm (see above). Any low level concern where an adult may have acted in a way that is inconsistent with the Code of Conduct (including inappropriate conduct out of work) should be reported to the headteacher. Examples could include:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phones;
- engaging with a child on a one to one basis in a secluded area or behind a closed door (one to one work should generally happen in an open setting unless the discussion is confidential and agreed by SLT)
- using inappropriate or offensive language.

Such behaviour can be simply thoughtless or unintended but it is important that any inappropriate behaviour is challenged in order to safeguard all children. We need to maintain the understanding that 'it could happen here.'

Health and Safety:

At all times all staff, students and volunteers must be aware of Health and Safety concerns that may put either pupils or themselves in danger- See Health and Safety Policy. It is the responsibility of all staff to report or manage any health and safety concerns.

Hot Drinks

Adhere to the Hot Drinks Policy (see below). This includes all staff, visitors, work experience students and volunteers.

- Hot drinks should not to be consumed in classrooms/teaching areas during the school day (for both professional and safety reasons)
- Hot drinks in an open top mug may be offered in a designated safe area where there are no pupils present e.g. the staff room
- All hot drinks taken out of the staff room into school must be in a plastic sealed thermostat drinking cup. These are not to be used in classrooms with children present.

Criminal Convictions

DBS checks no longer need to be routinely renewed therefore in order to ensure the safety of all pupils, any **relevant** disclosures must be reported to Steve Marsland. This is explained below.

All employed staff are contractually required to advise the headteacher of any criminal arrests/cautions/investigations/offences and/or convictions which may have taken place during or outside of the workplace and may be detrimental to the performance of your job role, or give rise to a breach of trust and confidence.

If you are unsure whether a matter is reportable, advice can be taken from Human Resources

(hrpeople@oneeducation.co.uk).

Volunteers or students must also discuss any relevant changes with Steve Marsland should circumstances alter during a placement or since the last DBS disclosure.

Communication and Social Media

Staff and students should not form out of school links through social media with pupils (including past pupils), unless this is through school channels and related to school projects. School staff's personal social media profiles should not be available to pupils. Staff should set public profiles to private.

Staff should not attempt to contact pupils or their parents via social media or any other means outside school, in order to develop any sort of relationship. They must not make any efforts to find pupils' or parents' social media profiles.

Staff, students, volunteers and visitors must ensure that they do not post any images online that identify children who are pupils at the school without their consent.

Staff must be familiar with the school's e-safety policy

Safe and Appropriate use of Technology

Computers must not be used to access personal internet sites such as Facebook and Twitter (see Appropriate Use of Internet Policy) or any inappropriate material.

Whilst working you should ensure that your mobile phone is switched off and placed in a bag, cupboard or drawer. Personal phones should not be used in the classrooms or during teaching hours. Any personal emergencies which require the need to carry a phone should be discussed in advance with the deputy or headteacher.

All Year groups have the use of iPads to support and enhance learning. Any photographs that are taken, or videos that are recorded in school for educational purposes, should be taken with a school iPad or school camera only. Publishing photographs and videos must be in accordance with the relevant IT policy. Any personal information that is recorded using technology must be kept securely.

During virtual staff meetings, expectations have been set for staff behaviour to ensure that there is a consistent approach to attending the meeting. See Virtual Meeting Etiquette.

Confidentiality and Information Disclosure

In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, pupils and their parents in line with GDPR regulations.

This information must never be:

- Disclosed to anyone without the relevant authority
- Used to humiliate, embarrass or blackmail others
- Used for a purpose other than what it was collected and intended for.

This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child is at risk of harm.

You must follow the requirements of our Data Protection Policies and must take all reasonable steps to ensure that the loss, destruction, inaccuracy or disclosure of information does not occur as a result of your actions. This includes information relating to school business and pupil data. Confidential data should be shredded. A red bin is provided in the staffroom for confidential shredding.

Other Employment

If you do have another job it must not conflict with Russell Scott Primary School's interest or bring the school into disrepute. Your working commitments to another employer must not interfere with your work for Russell Scott Primary School; you must be able to work for Russell Scott Primary School at the contracted/arranged times rested and refreshed.

If you want to publish books, articles, letters etc. which you have written in connection with your work at Russell Scott you must first consult the headteacher.

Appearance

Staff are expected to dress in keeping with their professional status and as a good example to students and visitors. Staff should be neat, smart and tidy, wearing clothes which are commensurate with their post in the school. Staff dress is expected to be formal rather than casual. Volunteers and students are expected to dress in an appropriately smart manner (no jeans). Extreme body art, including tattoos and piercings, should be appropriately covered during the working day.

These same standards of personal appearance apply when teaching is online via google classrooms. Staff should be aware of the 'background' when they are teaching and should avoid using bedrooms or having personal photographs on display.

Financial Inducements, Gifts, Hospitality and Sponsorship

You must not seek or receive preferential rates as a result of your dealings on behalf of the School. Offers of hospitality, including visits to exhibitions, business meals, social functions, are acceptable where you represent Russell Scott Primary School as part of your official duties. These should be authorised in advance by your headteacher.

When necessary, personal gifts should be declared in accordance with the Gifts and Hospitality Policy. Gifts should only be given to pupils as part of an agreed reward system. You must ensure you do not behave in a way which is either favourable or unfavourable to individual pupils.

Where an external organisation wishes to sponsor, or is sought to sponsor a school activity, the above rule applies. Particular care must be taken when dealing with contractors or potential contractors.

Further Information

This Code of Conduct cannot cover every eventuality. Its purpose is to alert you to some of the matters about which queries are received. It does not replace the general requirements of the law, common sense and good conduct.

If any points are unclear or you are not sure of the appropriate action to take in a situation, whether or not it is covered in this code, you must consult the deputy headteacher or headteacher.

Please sign to acknowledge your understanding of this policy.

Appendix 3

Russell Scott Whistleblowing Code for Issues Relating to Children and Young People

Purpose of the code

The school adheres to the local authority whistleblowing policy and procedures that enable staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the code

The whistleblowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects pupils, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail pupils and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the pupils and the reputation of the whole school.

Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern, that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistleblowing procedures addresses these issues.

Russell Scott Primary School – Child Protection and Safeguarding Policy

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistleblowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing.

Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

- It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported, is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.
- You may raise your concern verbally or in writing. You should report your concern directly to the headteacher.
- If the headteacher is the subject of your concern, speak to the chair of governors.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the head or chair informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

- The headteacher or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the school community, including governors, may be asked to provide information or advice.
- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.

The outcome of the inquiry will be one of the following:

- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the headteacher to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Russell Scott Primary School – Child Protection and Safeguarding Policy

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice.

Alternatively you can seek advice from your union or professional association, a solicitor, the police or children's social care.

Appendix 4

PREVENTING RADICALISATION

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At Russell Scott Primary School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Definitions

Extremism is defined in the 2023 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.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in safeguarding briefings.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable as we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2016)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Signs of Susceptibility

There are no known definitive indicators that a young person is susceptible to radicalisation, but there are a number of signs that together increase the risk. Signs of susceptibility include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion

Russell Scott Primary School – Child Protection and Safeguarding Policy

- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searcher or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalizing anti-Western or anti-British views
- advocating violence towards others

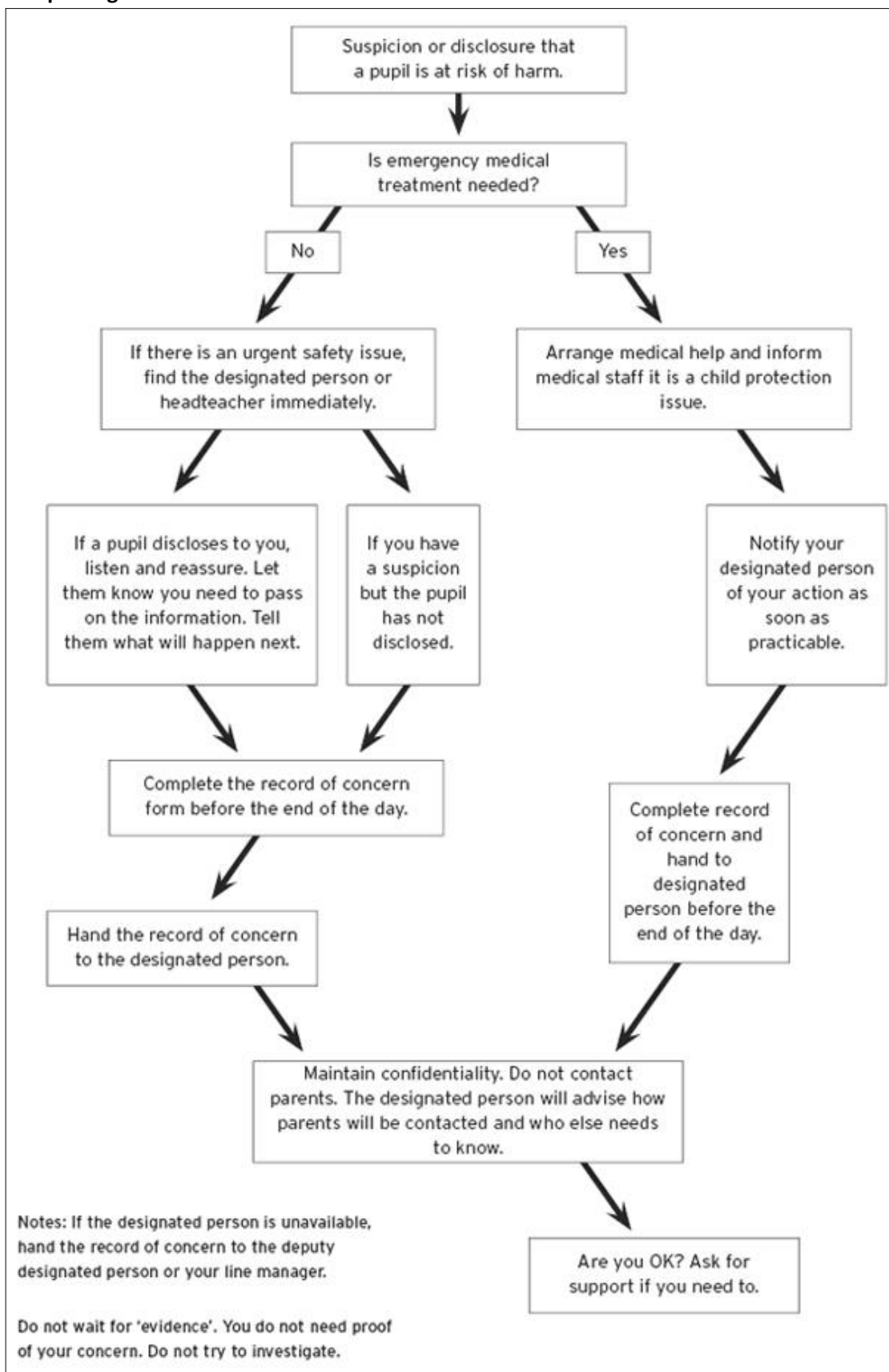
Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the DSL, using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil the Designated Safeguarding Lead in liaison with the headteacher will make a referral to the Public Service Hub or Dave Crewe at GM Police **0161 856 1074**.

Appendix 5

Russell Scott Reporting a Concern Flowchart



Appendix 6

LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors

At Russell Scott Primary School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by email (see contacts).

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Russell Scott Primary School – Child Protection and Safeguarding Policy

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

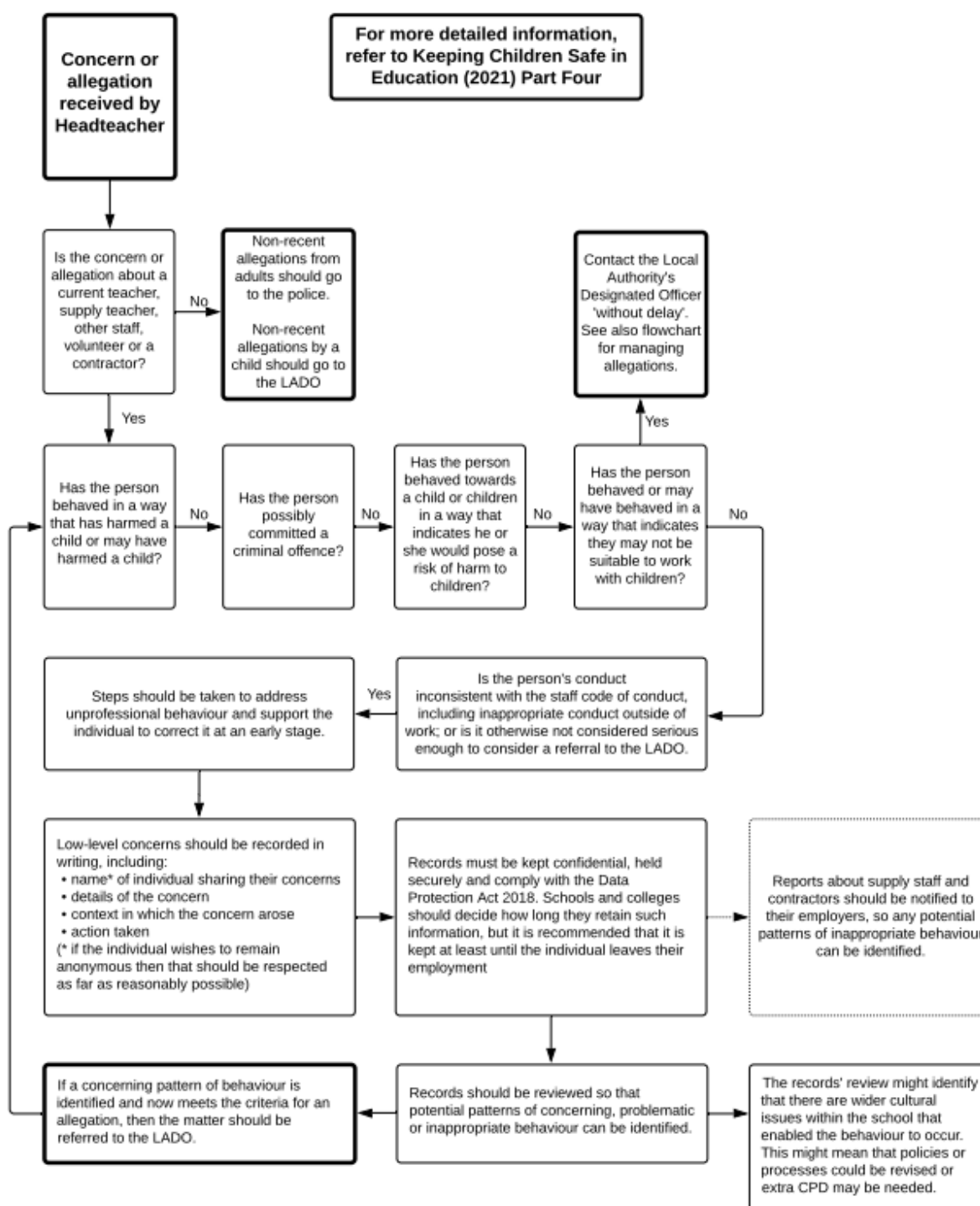
Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Managing low level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors



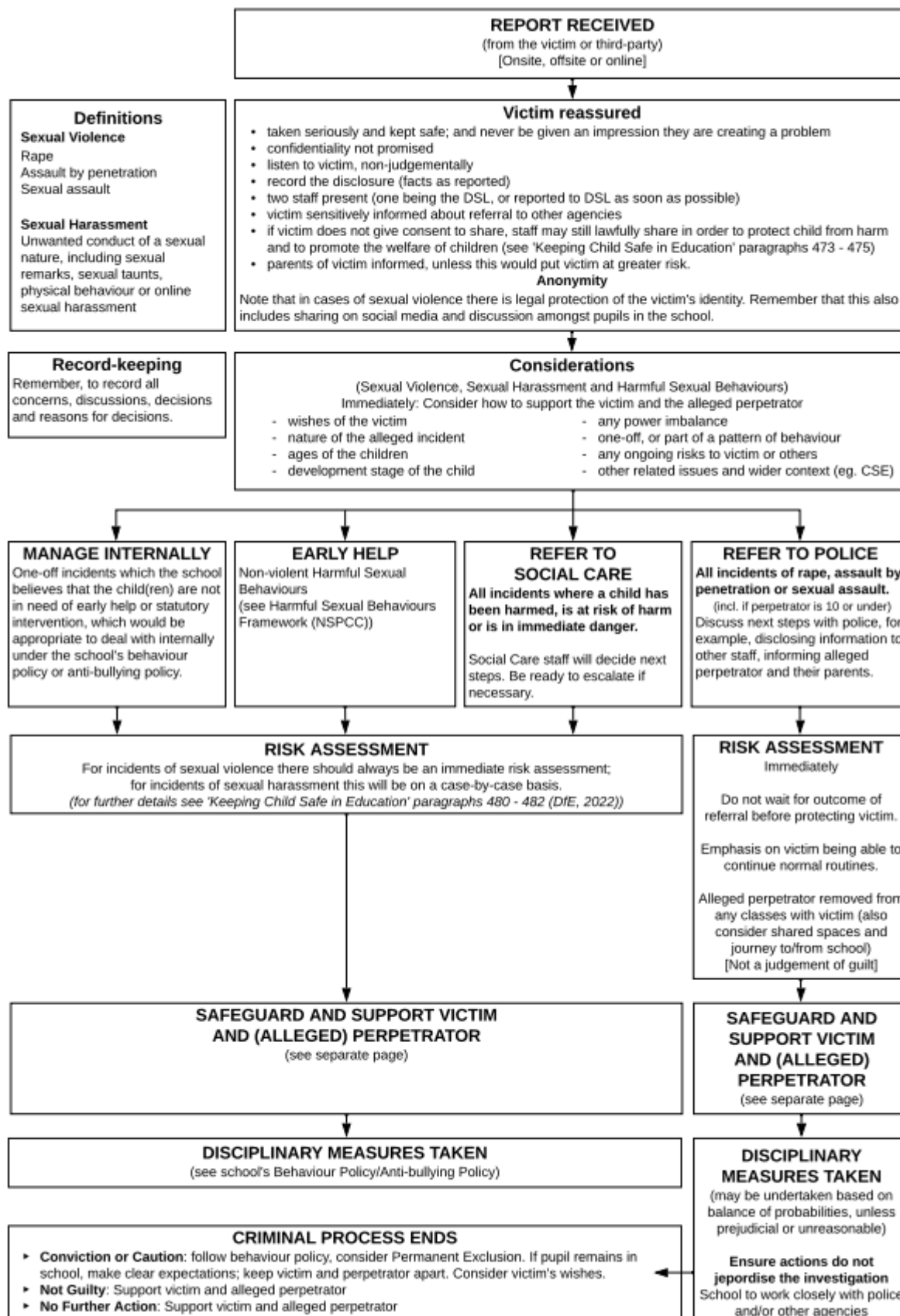
What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at KCSIE (2021) paragraph 338. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

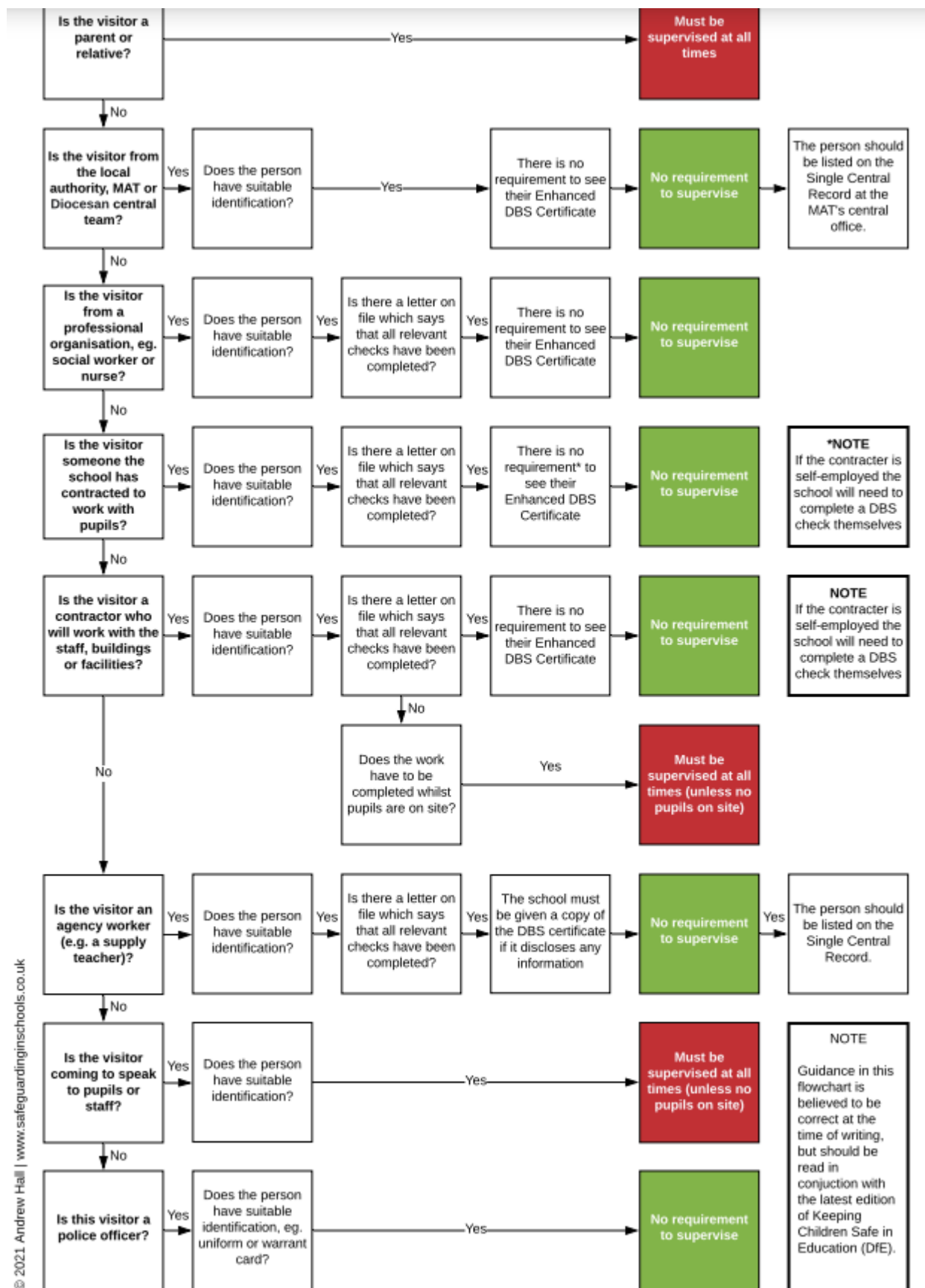
Appendix 7 – Managing Allegations of Sexual Harassment and Sexual Violence Source- Andrew Hall

***PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT**



Source:
*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart



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Filename: Visitor Flowchart 2021 v.2.0

Source: Keeping Children Safe in Education (2021) Pages 69 - 72

Appendix 9

Late Collection Procedure- Russell Scott Primary School

Collection of children at the end of the School day

It is the responsibility of parents to collect their child on time at the end of each school day. We have a statutory duty to safeguard and promote the welfare of pupils, and that this duty extends to having arrangements in place for dealing with children who are not collected at the end of a school day, or at the end of an authorised activity.

Action if a child is not collected

If a pupil is not collected at the end of the school day or after attending after school clubs, the school puts into practice agreed procedures. These ensure the pupil is cared for safely by an experienced and qualified adult who is known to them.

If a child remains uncollected at the end of the school day, the child is taken by the teacher or TA to the office. An appropriate member staff will:

1. Check whether the child is usually in an after school activity that night and may have just forgotten to attend (if applicable).
2. Check with office staff to see whether a phone call or note has been received.
3. If a parent has not made contact or arrived 15 minutes after the end of the school day or 15 minutes after the end of a club, the school office will attempt to make contact with parents.
4. If the parent cannot be reached, the emergency contacts provided will then be called.
5. If a parent has not made contact or arrived after an additional 15 minutes, a further phone call will be made and a member of the senior leadership team will be informed.

Procedure if a child is collected late by less than 45 minutes

On the first occasion of late collection, the school will discuss with parents and establish the reason for late collection. The second time this happens, school will send a formal warning letter that charges will be levied in relation to any subsequent occasion of late collection. On the third occasion when a child is not collected by 4pm there will be a charge.

Procedure if a child remains uncollected after 45 minutes

This relates to the school's statutory duty to safeguard and promote the welfare of pupils, and operates for every situation where a parent or carer cannot be contacted within 45 minutes of the end of the school day/club/activity. In the case of a pupil not being collected and no contact being made by the parents with the school or the school being unable to make contact with one of the emergency contacts within 45 minutes of the end of the day/end of the club/activity, the School will ring either Police (101) or Children's Social Care team to discuss the situation and ask for advice. This will allow the Social Care Team to begin to plan for the possibility that they may need to make arrangements for the alternative care of the child. Discretion should be used with the above procedures in exceptional circumstances such as major disasters or unexpected early closures. Under no circumstances should staff take the pupil home with them.

Procedure if a child is not collected from the After School Club by 5:30pm

All emergency contact numbers will be phoned in order. If there is no response or there is no suitable adult available to collect the child before 6pm, the DSL or a member of SLT will be contacted immediately. The DSL/member of SLT will contact CSC and the police at 6pm to agree next steps. A suitable member of staff will remain with the child at school until the situation has been resolved.

Suitable Person to Collect for School

It is essential that parents nominate a responsible person to pick up their child if they are unable to do so themselves. It may not be appropriate for another older (secondary aged) child to have this responsibility- this would be based on the age and maturity of any other young person nominated to collect who is under the age of 18 and would be agreed by the headteacher. If staff feel that the person collecting a child may be under the influence of

Russell Scott Primary School – Child Protection and Safeguarding Policy

either alcohol or drugs and the safety and well-being of the child may be compromised, the School's Designated Safeguarding Lead or any member of the Senior Leadership Team will be contacted to assess the situation and decide whether the adult concerned appears able to take responsibility for the child. If the judgement of the Senior Leader is that the child might be at risk, alternative appropriate action will be taken and this might include contacting another person named on the emergency contact list or another suitable member of the family to collect the child. If another emergency contact or family member is not available then the School will consider contacting Children's Social Care or the Police.

Safeguarding Considerations

Frequent late collection of a child from school may give cause for wider safeguarding concerns for the child. In all instances, the first step would be a discussion with the Designated Safeguarding Lead. For parents or carers who repeatedly fail to collect their child on time from the school or after school childcare facility, meetings with the parent/carer will be set up to address this. An improvement plan may be set up. If this fails to improve the situation, contact with Children's Social Services may be made in order to access advice on next steps.