



CHILD PROTECTION AND SAFEGUARDING POLICY 2018 to 2019

This Policy has been produced in line with all statutory guidance – Keeping Children Safe in Education (2018), ‘Safeguarding Children and Safer Recruitment in Education’ (DCSF 2007), Working Together to Safeguard Children (20-06 and 2015 amendments) and Manchester Safeguarding Children Board’s multi-agency Child Protection procedure.

1. INTRODUCTION

- 1.1 This policy has been developed to ensure that all adults in Varna Community Primary School are working together to safeguard and promote the welfare of children and young people.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 1.3 The Headteacher Maureen Scott or, in their absence, the authorised member of senior staff, Deputy Head teacher Karen Collins, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of Varna Community Primary School. This policy complements and supports other relevant school and Local Authority policies (Appendix A).
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in ‘Working Together to Safeguard Children March 2015’ and ‘Keeping Children Safe in Education September 2016’, Varna Community Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

- 2.1 Varna Community Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2015' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff.
- 2.2 The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and multi-agency working is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority or disadvantaged.
- 2.4 Varna Community Primary School will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

3. THE CURRICULUM

- 3.1 All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 3.3 Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

- 3.4 Varna Community Primary School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation eg CSE, Radicalisation and Extremism, Forced Marriage.
- 3.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. ATTENDANCE & EXCLUSIONS

- 4.1 Varna Community Primary School views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 4.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important.
- 4.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- 4.4 The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Where this becomes necessary their attendance will be monitored by Varna Community Primary School.
- 4.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

5. KEEPING RECORDS

- 5.1 Varna Community Primary School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.

6 ROLES AND RESPONSIBILITIES

6.1 The Headteacher of Varna Community Primary School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Child Protection policy is available on the school's web-site.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.

6.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential

grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.

6.3 The Designated Senior Members of Staff for Child Protection are Karen Collins (Designated Safeguarding Lead) and Maureen Scott, Jane Pilling, Evonne Williams, Tom Hindmarsh, Lorraine Blake and Robert Crossley (Deputy Designated Safeguarding Leads) and together they have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the schools actions are in line with the MSCB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at manchesterscb.org.uk)
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Exchange of a pupil's child protection or safeguarding file is in line with LA policy.

During term time the DSL and/or a DSL Deputy should always be available (during school hours) for stakeholders to discuss any safeguarding concerns. In addition to their formal training their knowledge and skills should be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.

7. SAFE RECRUITMENT AND SELECTION OF STAFF

7.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2016.

7.2 The Headteacher and governing body will ensure that all staff and volunteers in school will have been vetted and checked

8. WORKING WITH OTHER AGENCIES

- 8.1 Varna Community Primary School has developed effective links with a range of other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify Social Care colleagues where the following occurs;
- A child subject to a child protection plan is about to be permanently excluded.
 - There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
 - It has been agreed as part of any child protection plan or core group plan.

9. CONFIDENTIALITY AND INFORMATION SHARING

- 9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or DSL/DDSL shares any information about a pupil to other members of staff on a need to know basis only.
- 9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10 CODE OF CONDUCT

- 10.1 Varna Community Primary School has the highest expectations for all staff, to be models of exemplary behaviour and attitude in all circumstances. In order to ensure adherence and understanding, all individuals working for or on behalf of the school will behave in an appropriate manner towards all pupils. Children taking part in school activities can expect to treat each other with mutual respect and dignity. All school staff will ensure that high standards of behaviour are communicated to pupils.
- 10.2 Varna Community Primary School is committed to the highest possible standards of openness probity and accountability and will not tolerate malpractice or wrong doing. The School is therefore committed to a whistleblowing policy which seeks to protect individuals who make certain disclosures with regard to any instance of malpractice or wrong doing in the public interest.
- 10.3 All staff and external agencies/visitors, as well as pupils and parents should be made aware of the confidentiality procedures for the school. It sets out guidance for all staff about pupil information and disclosures that they can regard as confidential and that which they cannot. Any external agencies/visitors to the school who are teaching or working with groups of pupils must abide by the policy.
- 10.4 Staff will not exchange social networking addresses or use social networking sites to communicate with pupils (including ex-pupils) and parents.

11 TRAINING FOR STAFF AND VOLUNTEERS

- 11.1 All staff should be made aware of the school's safeguarding systems as part of their induction.
- 11.2 All staff should receive appropriate child protection training which includes the following:
- Basic safeguarding information about the school's policies and procedures,
 - signs and symptoms of abuse (emotional and physical),
 - indicators of vulnerability to radicalisation
 - how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
- 11.3 In accordance with "Keeping children safe in education – September 2016" all staff will receive training at induction. The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.
- 11.4 All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation and Trafficking.
- 11.5 All staff will receive regular safeguarding and child protection updates as required but at least annually to support them in their role and ensure they safeguard pupils effectively.

12 RECORDING AND REPORTING CONCERNS

- 12.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:
- Speak to the Designated Person or the person who acts in their absence
 - Agree with this person what action should be taken, by whom and when it will be reviewed
 - Record the concern using the school's safeguarding recording system

13. INFORMING PARENTS/CARERS

- 13.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

13.2 Parents and carers will be informed if a referral is to be made to the Children's Social Care Service or any other agency.

13.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Headteacher will seek advice from Children's Social Care.

14. DOMESTIC ABUSE

14.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

14.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

14.3. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

14.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

15. FORCED MARRIAGE

15.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

15.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

15.3 If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

16. FEMALE GENITAL MUTILATION

- 16.1 Female Genital Mutilation (FGM) is an illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.
- 16.2 Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.
- 16.3 Further statutory guidance has been issued under Section 5c (1) of the Female Genital mutilation Act 2003 '**Multi Agency Statutory Guidance on Female Genital Mutilation – April 2016**'

17. PREVENTING RADICALISATION and VIOLENT EXTREMISM

- 17.1 Protecting children from the risk of radicalisation is seen as part of Varna Community Primary School's wider safeguarding duties. It is acknowledged that it is similar in nature to protecting children from other forms of harm and abuse and the importance of early intervention by our school. We follow the guidance set out in Keeping Children safe in Education 2016
- 17.2 Varna Community Primary School can produce evidence to show fulfilment of the Prevent duty in the 5 duty areas (Leadership and Management, Risk Assessment, Working in Partnership, Staff Training, IT Policies). We also support our children to be resilient against radicalisation.
- 17.3 We have named leads for Prevent on the schools SLT and Governing body. Prevent is part of the safeguarding role of our Designated Safeguarding Lead. We have conducted a risk assessment to ensure that we give 'due regard' to all areas of the duty. We do not have a specific policy on Prevent but have ensured that it is embedded into all other appropriate school policies. We have clear procedures in place for protecting children at risk of radicalisation. These procedures are set out in this safeguarding document and other existing policies where relevant.
- 17.4 We work in partnership with others including the Local Authority and MSCB to share concerns and improve practice in this area. We regularly review our IT policies in school to ensure that IT use across the school is safe. Children and young people are supported to know how to stay safe on line and when accessing social media both in and out of school.
- 17.5 Staff training and knowledge on Prevent is regularly reviewed and monitored. Staff in this school are aware that Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Staff know that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology but they are alert to the signs and changes of behaviour which may be indicators. Staff are confident to challenge and support young people who may be vulnerable. Staff also know what to do if they have concerns that a young person is being radicalised.
- 17.6 School actively builds students resilience to radicalisation through the curriculum and a whole school ethos which promotes British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- 17.7 Varna Community Primary School seeks to have effective engagement with parents and families in order to work in partnership to protect our children and young people.

18. E-SAFETY

18.1 Varna Community Primary School has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

18.2 The internet is an essential element in 21st century life for education, business and social interaction and Varna Community Primary School has a duty to provide children and young people with quality access as part of their learning experience.

18.3 It is the duty of Varna Community Primary School to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

18.4 Varna Community Primary School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

18.5 Varna Community Primary School has an acceptable use policy (AUP). Where both staff and children have access. The AUP should cover the use of all technologies used.

18.6 The school follows the MSCB guidelines 'Safeguarding online guidelines for minimum standards'.

19. PEER ON PEER ABUSE

Keeping Children Safe in Education, 2016 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with' At Varna Community Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, and its impact on the individual child's emotional and mental health and well being. Staff should recognise that children are capable of abusing their peers. Governing bodies will identify procedures to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. Staff need to recognise that peer on peer abuse can manifest itself but may not be limited to bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

20. SEXTING

Sending sexually suggestive photos and/or videos via mobile or over the internet is illegal. Young people (under 18) texting intimate pictures of themselves via social media are committing a criminal offence (distribution of child pornography) and can face police action, even if their actions are entirely voluntary. Where adults are involved in sharing or creating photos of under 18s, this constitutes child sexual abuse, and will be reported to the police. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However Varna Community Primary School takes a pro-active

approach to help students to understand, assess, manage and avoid the risks associated with 'online activity' through sessions which are focus on online safety. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

21. CYBER BULLYING

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. Electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

22. PREJUDICED BEHAVIOUR RELATING TO THE 9 PROTECTED CHARACTERISTICS

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual). Any incidents of behaviour which is believed to be prejudiced-related behaviour are addressed and then details of the incident recorded and passed to the Head teacher. The Head teacher includes details in their report to Governors.

23. GENDER BASED VIOLENCE/SEXUAL ASSAULTS

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate 11 sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

24. SEND PUPILS

The welfare of all pupils' is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

25. INITIATION/HAZING

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps should be followed to clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and

sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

26. GUIDANCE AND PROCEDURES RELATING TO ACTIVITIES AND SERVICES

In the course of preventing abuse to children, the school has established guidance and procedures related to activities and services:

26.1 Use of photography, video recording, image recording and mobile phone cameras.

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of children and young people. Ravensbury Community School will make full use of current best practice and follow guidelines from, for example, the DfE and other professional organisations to fully protect the safety of its children.

When using professional photographers or inviting the press to a school activity, the school will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to children or one-to-one photo sessions at event
- Parents, carers and spectators intending to photograph or video at an event will be required to follow the school's guidelines regarding the appropriateness of photographs.
- Young people and their parents will be advised to report any concerns to the event organiser or member of staff. Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.
- Staff use of pupil images: Conscious that there is a need to safeguard children, staff will make prudent use of pupil images obtained as a normal part of school life. The transmission of any images of pupils will be carefully reviewed, seeking the approval of the Headteacher beforehand.

26.2 Organised photographic opportunities

The majority of promotional and press releases will be organised through the school senior leadership team. These are generally agreed by both parties in advance. We will not to use a child's image unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.

26.3 The Internet

Varna Community Primary School operates secure access to the internet through its internet provider, preventing access to inappropriate web sites, chat rooms and social networking sites. There are systems in place for monitoring usage of the internet and all employees have log in passwords. Any member of staff discovered to have accessed or placed inappropriate material on the internet will be subject to the ICT and Acceptable Use Policy (AUP) Policies and Procedures.

Varna Community Primary School will follow current DfE guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet.

26.4 Visitors and Site Security

Our schools will extend a warm welcome to all parents, carers and visitors and appreciate the opportunity to work closely with these, to benefit the learning and well-being of our pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls, will ensure that all pupils are fully protected from any malign influences or abuse. All visitors, including visiting speakers, are subject to each school's safeguarding protocols while on site and will be supervised at all times.

27. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

27.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

27.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well being as well as relevant family related issues. This confidential information will be shared with the parents/carers in relevant meeting.

28. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

28.1 The school follows the government guidance Keeping children safe in education – April 2014 when dealing with allegations made against staff and volunteers.

28.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

29. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

29.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

29.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

30. SERIOUS CASE REVIEWS

30.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or

neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- 30.2 Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- 30.3 Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- 30.4 Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- 30.5 If required Varna Community Primary School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

31. VISITORS

- 31.1 All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times.

32. BOOKINGS

- 32.1 Varna Community Primary School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils or staff.

This policy has been ratified by the Governing Body at its meeting on 11/2/15 and will be reviewed in October 2016 following the implementation of updated key documentation (Keeping Children Safe in Education September 2016 and Working together to safeguard children March 2015)

Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at www.manchesterscb.org.uk

School Policies:

- **Health and Safety**
- **Visitors policy – including reference to Work Experience**
- **Sex and Relationships**
- **Equality Information and objectives**
- **Safe Internet Use**
- **Behaviour and Discipline**
- **Educational Visits**
- **Special Educational Needs**
- **Toileting and Intimate Care**
- **Disability**
- **Looked after Children**
- **Anti-bullying**
- **Administration of Medicines**

MSCB Policies and guidance (on MSCB website @ www.mscb.org.uk):

- **Managing Allegations and Concerns Against Staff and Volunteers**
- **Forced Marriage**
- **Domestic Abuse**
- **Missing from Home and Care**
- **Private Fostering**
- **Child Sexual Exploitation**
- **Guns and Gangs**
- **E-Safety Policy**
- **Safe Staffing and Recruitment**
- **Channel – advice and information**

The following definitions are from Working Together to Safeguard Children (2015)

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

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 an illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though 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 (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

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

- Provide adequate food and clothing, 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 caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX C

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the wellbeing and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The school is a place where 'Every Child Matters'.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Multi Agency Levels of Need and Response Framework is embedded.
- Effective School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in alternative provision is carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying including, racist, homophobic and cyber-bullying. This includes tackling issues leading to grooming and child sexual exploitation and radicalisation
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement, sexual exploitation, radicalisation or criminal activity as crime and disorder issues but as a 'children in need issue' and works closely with other partner agencies to safeguard them.

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience.
- Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.

- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.