



Broadfield Primary School Safeguarding Policy

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Approved By: Full Governing Body
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KEY CONTACTS WITHIN THE SCHOOL

SENIOR DESIGNATED PERSON FOR SAFEGUARDING:

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Name: Carol Walker

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THIRD DESIGNATED PERSON FOR SAFEGUARDING:

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SAFEGUARDING OLDHAM

Useful Contacts

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Broadfield Primary School Safeguarding Policy

Broadfield Primary school is committed to safeguarding and aims to create a culture of vigilance.

This policy should be provided to all staff-including temporary staff and volunteers-on induction.

We will ensure that all staff read at least Part one of DfE guidance 'Keeping Children Safe in Education' September 2021 and Annex A and sign an acknowledgement form and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one.

The purpose of the policy is to:

- Identify the names of responsible persons at Broadfield and explain the purpose of their role;
- Describe what should be done if anyone at Broadfield has a concern about the safety and welfare of a child who attends the school;
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed 'vulnerable';
- Set out expectations in respect of training;
- Introduce appropriate work within the curriculum;
- Ensure pupils are taught about safeguarding and all pupils recognise when they are at risk and how to get help when they need it
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff;
- Outline how complaints against staff will be handled;
- Set out expectations regarding record keeping

This policy has been developed in accordance with key government documents:

- Keeping Children Safe in Education September 2021
- Working Together to Safeguard Children HM Govt 2018
- Guidance for Safer Working Practices May 2019 v2
- What to do if you're worried a child is being abused, DfE (March 2015)
- Information Sharing: Advice for practitioners HM Government 2018
- The Education Act 2002
- The Children's Act 1989 and 2004
- Child Sexual Exploitation – Definition and guide for practitioners - February 2017
- Criminal Exploitation of children and vulnerable adults - July 2017
- Police website <https://safe.met.police.uk>
- Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017) <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- Sexual Violence and Sexual Harassment between Children May 2018

1. Introduction:

Safeguarding and Child Protection is everyone's responsibility.

Child Protection and Safeguarding are not the same thing.

Safeguarding is defined as-

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

This policy ensures that all staff in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:

- To raise awareness of all staff and identify responsibility in reporting possible cases of abuse.
- To ensure effective communication between all staff when dealing with child protection issues.
- To ensure that correct procedures are in place when there are Child Protection issues.
- The school recognises it is an agent of referral and not of investigation.

2. Safeguarding Policy Statement

The policy applies to all staff at **Broadfield Primary School**, full time and part time staff, governors, students, volunteers, agency staff or anyone working on behalf of the organisation.

At Broadfield we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

At Broadfield, pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. For example:

- Every 2 years the NSPCC visit school and talk to the children about how to keep themselves safe
- The children learn about online safety in PSHE and Computing lessons

At **Broadfield** all staff will be taught to recognise the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare – this is known as contextual safeguarding as is referred to in Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2021.

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

Types of child abuse and neglect

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. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

- Multiple bruises in clusters, or of uniform
- Bruises that carry an imprint, such as hand or a belt
- Bite marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders and the buttocks
- An injury that isn't consistent with the account given
- Changing or different accounts of how an injury occurred
- Fear of changing for PE
- Fear of going home or parents being contacted
- Inexplicable fear of adults or over-compliance
- Withdrawn behaviour
- Running away from home
- Isolation from peers

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Changes in behaviour or presentation which can indicate emotional abuse include:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or become clingy
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Extreme shyness or passivity
- Running away, stealing and lying
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress
- Reporting parental violence or discord (i.e. exposure to domestic violence)

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Reluctance to undress for PE or swimming
- Eating problems such as overeating or anorexia
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Bedwetting
- Substance or drug abuse
- Sexual activity through drawings, language or play

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The physical signs of neglect may include:

- Constant or frequent hunger sometimes stealing food
- Constantly dirty or smelly
- Loss of weight or constantly underweight
- Inappropriate clothing for the conditions
- Frequent diarrhea
- Untreated illnesses, injuries or physical complaints

Changes in behaviour or presentation which can indicate neglect may include:

- Frequent tiredness
- Overeating
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised

Children and Families New to the UK

We recognise that Oldham has experienced a significant increase in children and young people for whom English is not the first language and therefore there is an increased risk of needs going unmet because of language barriers.

Where English is not the first language and/or a child is considered to be vulnerable, efforts should always be made by staff to actively engage with them by talking directly to them about their wishes and feelings, if necessary through the regular use of an interpreter.

In addition to these types of abuse and neglect, members of staff will also be alert to following safeguarding issues:

Child Sexual Exploitation (CSE)

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.

Indicators of child sexual exploitation may include:

Acquisition of money, clothes, mobile phones, etc. without plausible explanation;

- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Appearance and Behaviour

- Evidence of drug, alcohol or substance misuse;
- Volatile behaviour/mood swings/use of abusive language;
- Truancy/disengagement with education or change in performance at school;
- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting
- Physical aggression to others;
- Change in appearance

Child Criminal Exploitation

CCE is 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 needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

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;
- 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.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) 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 (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (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 become 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.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Broadfield Primary School is part of the Operation Encompass initiative. This is a process used to inform schools when the police have attended an incident of domestic violence or abuse, where domestic abuse incidents have occurred in the homes of their pupils since the previous school day

Female Genital Mutilation (FGM)

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia.

The practice is illegal in the UK. It has been estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

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

From October 2015 there has been a mandatory duty on teachers, social workers and health workers to report FGM to the police either through disclosure by the victim or visual evidence. However, it will be rare for teachers to see visual evidence and they should not be examining pupils.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Mental Health

All staff at Broadfield, 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 there are safeguarding concerns arising from a pupil's mental health issues, staff will discuss concerns with the designated safeguarding lead to agree any actions to be taken. Issues or concerns can also be discussed with our Pastoral Worker, Colin Cameron. The school will ensure that staff have an understanding of trauma informed practice and its link with mental health and are able to recognise pupils who are experiencing mental health issues and help them to access the most appropriate help. The school will ensure that staff are teaching about mental wellbeing (as part of the statutory Health Education) to help reduce the stigma attached to mental and emotional problems and ensure pupils know how to keep themselves mentally healthy and know how to seek support. The school will also ensure early identification of pupils who have mental health needs and put in place appropriate support and interventions, including specialist services, where needed. The school will take account of the government guidance Mental health and behaviour in schools.

Vulnerable Children

At Broadfield, we 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 are more vulnerable to further harm, 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.

At Broadfield, most of the children that have a social worker are supported in the following ways:

- monitored/supported by Mr Cameron our Pastoral worker
- support from Place2Be

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the School's Designated Safeguarding Lead).

Children Looked After or previously looked after

The most common reason for children becoming looked after is as a result of abuse and/or neglect. **Broadfield Primary School** will ensure staff have the skills, knowledge and understanding to keep looked after children safe. The school will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

At **Broadfield Primary School** we understand that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

If the pupil in question is a Child Looked After, this will also be brought to the notice of the Designated Safeguarding Lead and the Designated Teacher for Children Looked After, these children will be monitored.

Designated Children Looked After Lead

At **Broadfield Primary School** the Headteacher – Ms Stennett is the designated teacher who promotes the educational achievement of children who are looked after.

The Virtual Headteacher has responsibility to promote the education of children who have a social worker.

The Designated Children Looked After Lead works in partnership with the Virtual School Head to ensure the safeguarding vulnerabilities for Children Looked After are appropriately met. In addition, the Virtual School Head receives pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The Children Looked After Designated Lead works with the Virtual Head to discuss how the funding can be best used to support the progress of looked after children in the school and meet the identified needs identified in the children's personal educational plan. Personal Educational Plan meetings are held on a termly basis.

Forced Marriage

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

There have been occasions when women have presented with less common warning signs such as cut or shaved hair as a form of punishment for disobeying or perhaps 'dishonouring' her family. In certain communities, it is considered important that women undergo female genital mutilation (FGM) before being able to marry- usually this will be performed during childhood, but there have been reports of young girls or young women undergoing FGM just before a forced marriage. Never attempt to intervene directly as a school or through a third party.

Honour Based Abuse

Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour based abuse however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

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.

Children Missing Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

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. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards);
or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

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). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media.

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 (s) have received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

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.

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

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 deputies) making a Prevent referral.

There is no such thing as a 'typical extremist'. Those who become involved in extremist actions come from a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. 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.

It is vital that **Broadfield** staff are able to recognise those children who could be potentially vulnerable.

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 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

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector and social services) and the local community.

Children with Special Educational Needs and Disabilities or certain health conditions

Children and young people with special educational needs and disabilities or certain health conditions can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At Broadfield, we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- additional pastoral support if needed
- wellbeing discussion at termly meetings
- social stories

The use of 'reasonable force'

There are circumstances in school when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

If the need arises, positive handling techniques will be used and it is advisable that another member of staff is present.

Safeguarding and welfare concerns should be taken into account when restraint is used on children with SEND.

We accept that in the course of positive handling, injuries to adults and the child can occur. There is no presumption that in the case of injury or complaint against adults of physical injury that suspension from duty will occur automatically. Each case will be carefully considered by the Headteacher. A record of serious incidents requiring physical intervention needs to be completed. There are a number of staff who are trained in Team Teach.

On the occasion that a child has been restrained, this will be recorded (See Appendix 1) and the parents will be notified.

If a child injures a member of staff (for example biting), this will be recorded (See Appendix 2) and the parent will be notified.

Broadfield Primary School will work with parents and carers of vulnerable children to draw up individual behaviour plans to reduce the occurrence of challenging behaviour and the need to use reasonable force.

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.

Anti-Bullying

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school's behaviour policy. As a school we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk and providing targeted work for pupils identified as being a potential risk to other pupils.

Peer on Peer Abuse

Peer on Peer Abuse – any kind of abuse between peers but has come to refer as sexual abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. Peer on peer sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children and can affect any age group. It is harmful to those who experience it and those who carry it out. It happens in homes, schools, public places and online. Examples include This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- inappropriate or unwanted touching;
- pressurising, coercing or forcing others to take part in sexual acts; or share nude images;
- sharing sexual images of a person without their consent;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexual harassment - such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

All staff at Broadfield should be clear about the school's policy and procedures with regards to peer-on-peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

There should be a zero-tolerance approach to abuse and it should never be passed off, for example, as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. There should be recognition that it is more likely that girls will be victims and boys' perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously.

Responding to reports of sexual violence and sexual harassment

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

Recognising that a child is likely to disclose to someone they trust: this could be anyone in the school. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child; recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.

The trusted adult should observe the following:

- Listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed,
- Not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and put adequate measures in place to protect them and keep them safe.

There are four likely scenarios for school to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

The four scenarios are:

- Manage internally

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

- Early Help

In line with 1 above, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

- Referrals to children's social care

Where a child has been harmed, is at risk of harm, or is in immediate danger, school should make a referral to local children's social care. At the point of referral to children's social care, will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care. If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

- Reporting to the Police

Any report to the police will generally be in parallel with a referral to children's social care (as above). Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity. At this stage, school will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

When an incident involving nudes and semi-nudes (sexual posing e.g. displaying genitals and/or breasts or overtly sexual images of young people in their underwear) comes to the attention of any member of staff in our school:

- the incident should be referred to the DSL (or equivalent) as soon as possible
- the DSL (or equivalent) will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns
- there should be subsequent interviews with the children or young people involved (if appropriate)
- parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
- a referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process
 - The incident involves an adult
 - There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs)
 - What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 - The images involve sexual acts and any pupil in the images or videos is under 13.
 - You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

If none of the above apply, an education setting may decide to respond to the incident without involving the police or children's social care. They can still choose to escalate the incident at any time if further information/concerns are disclosed at a later date.

Children and young people who have had their nudes or semi-nudes shared publicly should be:

- reassured that they have done the right thing by speaking to an adult and that the education setting and other adults are there to help
- advised to delete images or videos from social media accounts (including from cloud photo backups) if they have uploaded them themselves or to use the IWF and Childline's Report Remove tool at www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobilesafety/sexting/report-nude-image-online/. Report Remove helps children and young people to report an image shared online, to see if it is possible to get the image removed. This must be done as soon as possible in order to minimise the number of people that have seen the picture
- on how to report sexual images or videos on individual sites to get them taken down. If the image has been shared via a mobile, they should be informed that they can contact the mobile phone operator to have a mobile number changed as this may stop others from contacting them
- to speak to the school if they are concerned about any bullying behaviour

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Roles and Responsibilities

The Designated Safeguarding Lead at Broadfield Primary School is Patricia Stennett, Headteacher

The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake appropriate Safeguarding and Child Protection Training at least every 2 years as a minimum with annual updates in order to:
 - a. Understand the assessment process for providing “Early Help” and intervention, through locally agreed common and shared assessment processes.
 - b. Have a working knowledge of how Local Authorities conduct Child Protection Case Conferences and be able to attend these as required.
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil’s new school;
- be aware of pupils who have a social worker;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

The Deputy Designated Safeguarding Lead is: Carol Walker, Deputy Head/SENCO

In the absence of the Designated Safeguarding Lead and the Deputy Safeguarding Lead, staff should speak to **Penny Rotton** who is the third Designated Safeguarding Lead who may take advice from local children’s social care.

The Role of the Governing Body

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body will ensure that:

- Broadfield has a safeguarding policy in accordance with the procedures of Oldham Safeguarding Board;
- Safer Recruitment procedures are adhered to and that appropriate checks are carried out on all new staff and relevant volunteers;
- A member of **Broadfield's** leadership team is the Designated Safeguarding Lead;
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- In addition to their formal training, the knowledge and skills of the DSL should be updated at regular intervals (for example via Safeguarding Forum Events and LA Safeguarding Lead emails)
- The Deputy DSL attends appropriate refresher training every two years;

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. Details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2021' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually and may amend and adopt it at any time in accordance with any new legislation or guidance or in response to any overall safeguarding arrangements made.

Named Governor for Safeguarding

The Nominated Governor for Safeguarding at **Broadfield** is Martin Griffin. The role of the role of the Nominated Governor is:

The lead person who understands the safeguarding requirement;

Support the work of the designated safeguarding lead;

Meet regularly with the designated safeguarding lead and any other relevant staff;

Report back to the governing body about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties;

Ensure that safeguarding deficiencies are brought to the governing body;

Ensure that the safeguarding and child protection policy is being followed in practice; and to be involved in any policy review

Report to the governing body so that they can ensure resources are effectively allocated or where changes might be required;

Ensure that the training programme for staff reflects the needs of the school and statutory regulations;

Ensure that the governing body are kept aware of the safeguarding risks to young people in the school;

Ensure that records are kept securely and in one place;

Ensure that there is appropriate monitoring and tracking in place for vulnerable students;

Ensure that there are appropriate safeguards in place for students placed with Alternative Providers;

Ensure that there is a consistent approach to safeguarding and child protection across the school;

Child Protection describes what we do for children affected by significant harm.

Sharing concerns

If a child makes a disclosure

- React calmly.
- Reassure the child that they were right to tell and they are not to blame.
- Take what the child says seriously.
- Keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Don't ask about explicit details.
- Reassure but do not promise confidentiality.
- Inform the child/young person what you will do next.
- Make a full and written record of what has been said/heard as soon as possible using CPOMS.
- Do not delay in passing on the information to the designated person if possible.

The written report will include the following:

- The nature of the allegation, including dates and times.
- Use first name and surname
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries.
- Details of any witnesses to the incidents.
- The child's account, if it can be given, of what has happened.
- Do not wait and see

Any observations or concerns should be logged on CPOMS immediately

Any staff member can make a referral to social care but they should inform the Designated Safeguarding Lead (or deputy) as soon as possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

The Designated Safeguarding Lead is the first point of contact for external agencies that are pursuing Child Protection investigations and will coordinate any meetings where necessary

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested.

Where there is any doubt as to the seriousness of a concern, advice will be sought from the MASH team.

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

All parents applying for places at this school will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

Broadfield Primary School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks.

Making a Child Protection Referral

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Parents should be informed about a referral which is to be made about their child unless any of these situations apply in which case the MASH will make the decision about when and how to inform parents:

- Sexual abuse is suspected
- Organised or Multiple Abuse is suspected
- Fabricated or induced illness is suspected
- Contacting the parents would place the child, referrer or others at risk
- Risk of forced marriage
- Child may be intimidated into changing, or preventing them from giving, information about the abuse

The following steps should be taken when making a referral to MASH:

- Contact MASH – 0161 770 7777
- Complete a written referral which can be submitted online. It is important to have names and date of birth of the child and any other family members. Child's full address and telephone number. Contact numbers for parents. Ethnic origin. Reason for the referral. Action taken and people contacted since concern arose

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- Action taken to ensure the immediate safety of the child
- Make Child Protection Enquiries (under Section 47 of the Children Act 1989)
- Decision is made if it is appropriate to call a Child Protection Conference
- Offer services to the family to relieve need or reduce risk
- Refer the family to another agency
- Take no further action

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Child Protection Conferences and Core Group Meetings

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 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.

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 wellbeing as well as related issues. This information will be shared with parents. The report should be completed and returned to the safeguarding team prior to the initial or review conference date, as per usual school should indicate whether or not, at this stage, they believe a child protection plan should be in place.

It's very important that the conference chair has a view from school, particularly on occasions when school are not able to send a representative to the conference meeting.

The Oldham LSCB have requested that **The Three Houses Tool** is completed with the child or young person to capture the child's voice to bring to child protection conference.

The school representative will almost certainly be asked by the conference chair for this document.

Multi-Agency Work

Broadfield Primary School has developed effective links with other agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the allocated social worker if:

1. It has been agreed as part of any child protection plan or core group plan.
2. A child subject to a child protection plan is about to be permanently excluded.
3. There is an unexplained absence of a pupil who is subject to a child protection plan of more than two days from school.

Early Help

All staff should be prepared to identify children and families who may benefit from early help. Staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Early Help means providing support as soon as a problem emerges. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment. If early help is appropriate the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and other support is appropriate the case will be kept under constant review.

Training and support

The Head teacher and all other staff who work with children at **Broadfield Primary School** will undertake appropriate child protection/safeguarding awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three year intervals. The school will ensure that the Designated Persons undertake inter-agency working and training (level 3 LSCB approved multi-agency training course) at two yearly intervals to keep knowledge and skills up to date.

All staff (including governors) and volunteers who are in regular contact with children will receive basic Level 1 child protection/safeguarding training. The training will be updated annually and is in addition to all staff receiving safeguarding and child protection updates, as and when required. As a result, all our staff will be expected to have an understanding of the following:

- The early help process and their role in it
- The identification of emerging safeguarding concerns
- How to act as the lead professional
- What potential role they may play in statutory assessments
- Responsibilities regarding the sharing of information

All newly recruited staff (teaching and non-teaching) and governors will be made aware of this policy. When new staff join our school they will be informed of the safeguarding arrangements in place.

All staff will undertake induction training that includes the school's safeguarding/child protection policy (which includes the staff code of conduct) and the Government's statutory guidance 'Keeping Children Safe in Education 2021. They will be given copies of our school's safeguarding policy and Keeping Children Safe in Education 2021.

All staff are expected to read these key documents and will sign and date acknowledgement of this.

They will be informed who our Designated Safeguarding Lead (DSL) and Deputy DSLs are, and what their role is.

Staff will be taught to recognise the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare – contextual safeguarding

We recognise that staff working in school who may have become involved with a child who has suffered harm or appears likely to suffer harm may find the situation upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support if required.

Professional confidentiality

Rules of confidentiality mean that it may not always be possible or appropriate to feedback to staff who report concerns to them.

We recognise that all matters relating to child protection are confidential. The Headteacher or Designated Person will disclose personal information about a pupil to other members of staff on a 'need to know' basis only.

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

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of any other.

Data Protection Act 2018

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Recruitment

Broadfield Primary School is committed to safer recruitment and the suitability of all staff at the school. The following people have undertaken The Children's Workforce Development Council (CWDC) Safer recruitment training in line with government requirements.

Name	Role
Patricia Stennett	Headteacher/ Designated Safeguarding Lead
Carol Walker	Deputy Head/Deputy Designated Safeguarding Lead
Gina Andrewes	Chair of Governors
Martin Griffin	Governor
Diane Brown	School Business Manager

As such the recruitment procedures will help to deter, reject or identify people who might abuse children. Safer recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks (Disclosure and Barring Service checks), barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part 3 of the DfE guidance "Keeping Children Safe in Education 2021.

Relevant members of staff and governors who are involved in recruitment will undertake safer recruitment training in line with staffing regulations.

Broadfield will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be made aware of this policy.

Volunteers

Any person engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and criminal record check. There is no legal requirement to obtain a DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and ongoing day to day basis by a person who is in regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. However, at **Broadfield Primary School** we choose that all volunteers have a full enhanced DBS check and two references. Volunteers will be subject to the same code of conduct as paid employees of the school.

Staff Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the behaviour policy.

Staff must maintain the highest standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

Staff acknowledge that relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the Designated Safeguarding Lead.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE and LA guidance.

Except in cases of emergency, first aid will only be administered by qualified First Aiders. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; for example, the door to the room in which 1:1 coaching is taking place should be left open or the teacher should ensure that they and the child are clearly visible e.g. the use of the conservatory. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

Home visits to pupils (which should be undertaken with another member of staff) or private tuition of pupils should only take place with the knowledge and approval of the Headteacher.

Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and/or parents will be contacted by school.

Staff should only use the school's digital technology resources and systems for professional purposes. Staff will only use the approved school email or other school approved communication systems with pupil or parent/carers and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parent/carers.

Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home. Personal mobile phones should not be in the classroom and mobile phones with cameras should not be in areas where children are vulnerable to any invasion of their privacy.

All staff should sign to say that they have read and understood the The Safer Working Practice Guidance and Keeping Children Safe in Education Part One-September 2021

Confidentiality

Where staff have access to confidential information about pupils/students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student. All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil/student is bullied by another pupil/student (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's/student's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter. However, staff have an obligation to share with their manager or the school's Designated Senior Person any information which gives rise to concern about the safety or welfare of a pupil/student. Staff must never promise a pupil/student that they will not act on information that they are told by the pupil/student.

Whistleblowing

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

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Position of Trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children 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 child under 18 may be a criminal offence, even if that child is over the age of consent.

Managing Allegations against staff and volunteers

At Broadfield, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff.

There is an LA procedure (LSCB) for investigating allegations of professional abuse. Issues of concerns should be reported to the Headteacher or the Deputy Designated member of staff who should contact the Local Authority Designated Officer (LADO) TEL: 0161 770 8870.

For the purpose of this procedure an allegation is used in respect of all cases in which it is alleged that a person who works with children 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).

In connection with his/her employment or voluntary, or where

- Concerns arise about the person's behaviour with regard to his/her own children
- Concerns arise about his/her behaviour in the private or community life of a partner, member of the family or other household member.

This procedure should be read in line with Oldham Local Safeguarding Children Board procedures which can be accessed on the internet at <http://www.oldham.gov.uk/child> protection.

- **The Headteacher** is responsible for undertaking the investigation about the allegation and if appropriate reporting the allegation to the Local Authorities Designated Officer.
- **The Headteacher** is responsible for ensuring that procedures are in place and are in line with Working Together to Safeguard Children 2020.
- **The Local Authority** is responsible for the management and oversight of all allegations within their authority from all organisations that offer a service to children.
- Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay (or Designated Safeguarding Lead).

Any concerns about the headteacher should go to the Chair of Governors who can be contacted via the School Business Manager

- Allegations made regarding a volunteer should be reported to the Headteacher immediately, unless that person is subject to the allegation, in which case it should be reported to the Deputy Headteacher.
- If the allegation meets any of the criteria discussed previously it should be reported to the Local Authority Designated Officer.
- The LADO will discuss the allegation with the Headteacher and where necessary, obtain further details of the allegation and the circumstance in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded.

Before contacting the LADO, school 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.

- If the allegation is not patently false and there is cause to suspect that a child is suffering, or is likely to suffer, significant harm, the LADO will immediately refer to the Children's Assessment Team and ask for the Strategy discussion be convened straightaway. The strategy discussion should include the LADO and the Headteacher.
- If there is no cause to suspect that 'significant harm' is an issue, but a criminal offence might have been committed, the LADO should immediately contact and inform the police and decide whether a police investigation is needed. That discussion should also involve the Headteacher
- The possible risk of harm to children posed by an accused person needs to be evaluated and managed effectively – in respect of the child(ren) involved in the allegations and any other children in the individual's home, work or community life. In some cases, this requires the organisation to consider suspending the person.
- Suspension should be considered in any case where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation from the police, or so serious that it might be grounds for dismissal.
- People must not be suspended without careful thought. The power to suspend is vested in the employer alone. However, the employer will discuss this line of action with either/and the police, social care or the LADO.

- Where the evaluation decides that the allegation does not involve a possible criminal offence, it is dealt with by the organisation. In such cases, if the nature of the allegation does not require formal disciplinary action, appropriate action should be instituted within **three working days**. If a disciplinary hearing is required and can be held without further investigation the hearing should be held within **15 working days**.
- Where further investigation is required to inform consideration of disciplinary action the Headteacher should discuss who should undertake this with the LADO. The investigation officer should aim to provide a report to the employer within **10 working days**.
- On receipt of the report of the disciplinary investigation the employer should decide whether a disciplinary hearing is needed within **two working days**, and if a hearing is needed it should be held within **fifteen working days**.
- In any case where social care has undertaken enquiries to determine whether the child or children are in need of protection, the employer should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.
- The LADO should continue to liaise with the employer to monitor progress of the case and provide advice/ support when required or requested.
- If criminal investigation is required, the police will aim to complete their enquiries as quickly as possible, consistent with a fair and thorough investigation, and will keep the progress of the case under review. They should at the outset, set a target date for reviewing the progress of the case under review. They should at the outset, set a target date for reviewing progress of the investigation and consulting the Crown Prosecution Service about whether to proceed with the investigation, charge the individual with an offence or close the case. Wherever possible that review should **take place no later than four weeks** after the initial evaluation and if the decision is to continue to investigate the allegation, dates for subsequent review should be set at that point.
- If the police and or Crown Prosecution Service decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a court, the police should pass all information they have which may be relevant to a disciplinary case to the organisation without delay. In these circumstances the employer and the LADO should proceed as described earlier.
- If the person is convicted of an offence, the police should also inform the employer straightaway so that appropriate action can be taken.
- If the allegation is substantiated, and on conclusion of the case the employer dismisses the person or ceases to use the person's services, or the person ceases to provide his/her services, the employer should consult the LADO about whether a referral, to the Protection of Children Act or DfES list. If a referral is appropriate, the report should be made within **one month**.
- If the person is subject to registration by a professional body or regulator-e.g. by the General Social Care Council, General Medical Council, OSTED etc. –the LADO should advise on whether a referral to that body is appropriate.

- If it is decided on conclusion of the case that a person who has been suspended can return to work, the employer should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a very stressful experience. Depending on an individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The organisation should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still in the workplace.
- Organisations should keep a clear and comprehensive summary of any allegation made, details of how the allegation were followed up and resolved, and any action taken and decisions reached. These should be kept in a person's confidential personnel file and a copy should be given to the individual. Such information should be retained on file, including for people who leave the organisation, at least until the person reaches normal retirement age, or for 10 years if that is longer.
- The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where a future DBS reveals information from the police that an allegation was made but did not result in a prosecution or a conviction. It will also prevent unnecessary re-investigation of allegations re-surface after a period of time.
- The LADO should regularly monitor the progress of cases, either via review strategy discussions, or by liaising with the police and/ or children's social care colleagues or the organisation, as appropriate.
- Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.
- If the strategy discussion or initial evaluation decides that a police investigation is required the police should set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service to consider whether to charge the individual, continue to investigate, or close the investigation. Wherever possible, that review should take place not later than **four weeks** after the initial action meeting. Dates for subsequent reviews, at fortnightly or monthly intervals should be set at the meeting if the investigation continues.
- It is extremely important that when an allegation is made, every effort is made to maintain confidentiality and guard against any unwanted publicity while an allegation is being investigated or considered.

LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

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/principal 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.

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. School 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 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.

Complaints against staff –by parents

General complaints should go to the Headteacher. The Local Authority Complaints Officer is where parents can go to seek independent advice.

Use of school premises by other organisations

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurances that the body concerned has appropriate policies and procedures in place in regard to safeguarding children.

Records and monitoring

Any members of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible on CPOMs noting what was said or seen, putting the event in context, and saving the date, time and location. All records must be signed and will include the action taken. The Designated Safeguarding Lead should also be told as soon as possible.

Broadfield 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 and any other significant event in a child's life
All records are kept confidentially and securely and separate from pupil records.

When children leave **Broadfield Primary School**, their child protection file will be transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and a confirmation of receipt will be obtained. Equally, when new children join the Designated Safeguarding Lead and SENCO will enquire whether there are any additional needs.

In addition to the child protection file, the Designated Safeguarding Lead will also share any safeguarding/child protection information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Serious Case Reviews

Oldham LSCB has a legal requirement to carry out a serious case review (SCR) when a child has been seriously harmed or has died, and abuse or neglect is suspected or known to be a factor in the child's death. The purpose of the SCR is for agencies and for individual agency professionals to improve the way in which they work to safeguard and promote the welfare of children.

The school (via the Senior Designated Person for Child Protection) will make a referral to Oldham LSCB serious case review panel (via the Safeguarding Adviser for Schools) if we have any concerns about a child and believe that the above criteria for a SCR may be met.

Safety at Broadfield

Entry to School will be controlled by doors that are secured physically. Authorised visitors to the school will be logged in and out of the premises and will be asked to wear their identity badge or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Headteacher or school office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils will be reported to the Police and alert other schools through appropriate systems.

Parents, carers or visitors may take video photographic images of pupils in school or on school organised activities with the prior consent of the school. Images taken must be private use only. Recording and/or photographing other than for private use would require the consent of the parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed or filmed they should contact the school.

Appropriate lockdown systems are in development to enhance current safety arrangements.

Curriculum

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.

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.

Personal Health and Social Education, Citizenship and Religious Education 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.

Broadfield Primary School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage and FGM.

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.

Healthy Schools

Broadfield Primary School will work with partners to ensure that our curriculum promotes a whole healthy school approach with the aim of:

- Developing a school ethos, culture, spiritual, moral, social and cultural (SMSC) development provision and environment which encourages a healthy lifestyle for all pupils, including the vulnerable;
- Ensuring that food and drink available across the school day reinforce the healthy lifestyle message;
- Providing high quality PSHE including sex and relationship education (SRE) as part of Personal Development;
- Providing high quality Physical Education (PE) and sport to promote physical activity;
- Working in partnership with parents/carers, local communities, external agencies and volunteers to support health and wellbeing of all pupils including the vulnerable.

Online Safety

Broadfield Primary School believes that online safety is an essential element of safeguarding children and adults in the digital world, when using technology such as computers, mobile phones or games consoles.

The school recognises that the internet and communication technologies are an important part of everyday life, it provides a vast opportunity for children and young people to learn, so children must be supported to be able to learn how to develop strategies to manage and respond to risk so that they can be empowered to build resilience online.

Broadfield Primary School strongly believe that there should be an equitable learning experience

for all pupils using ICT technology. We recognise that ICT can allow children with additional needs increased access to the curriculum and other aspects relating to learning.

We are committed to ensuring that all those who work with children and young people, as well as their parents, are educated as to the dangers that exist so that they can take an active part in safeguarding them.

Broadfield Primary School expects all staff and pupils to use the internet, mobile and digital technologies responsibly.

Benefits and risks

Computing covers a wide range of activities, including access to information, electronic communications and social networking. As use of technology is now universal, children need to learn computing skills in order to prepare themselves for the working environment and it is important that the risks are not used to reduce children's use of technology. Further, the educational advantages of computing need to be harnessed to enhance children's learning. Broadfield Primary School identifies that the issues classified within online safety are considerable, but can be broadly categorised into four areas of risk.

Content

The internet contains a vast store of information from all over the world which is mainly aimed at an adult audience and may be unsuitable for children. There is a danger that children may be exposed to inappropriate images such as pornography, or information advocating violence, racism, suicide or illegal and anti-social behaviour that they are unable to evaluate in a critical manner.

Contact

Chat rooms, gaming sites and other social networking sites can pose a real risk to children as users can take on an alias rather than their real names and can hide their true identity. The sites may be used by adults who pose as children in order to befriend and gain children's trust (known as grooming) with a view to sexually abusing them.

Children may not be aware of the danger of publishing or disclosing personal information about themselves such as contact details that allow them to be identified or located. They may also inadvertently put other children at risk by posting personal information and photographs without consent.

The internet may also be used as a way of bullying a child, known as online bullying.

Commerce

Children are vulnerable to unregulated commercial activity on the internet that could have serious financial consequences such as fraud or identity theft, for themselves and their parents. They may give out financial information, for example, their parent's credit card details, in response to offers for goods or services without seeing fraudulent intent. Contact via social networking sites can also be used to persuade children to reveal computer passwords or other information about the family for the purposes of fraud.

Conduct

Children need to be taught to use the internet in a responsible way, as they may put themselves at risk by:

- becoming involved in inappropriate, anti-social or illegal activities as a result of viewing unsuitable materials or contact with inappropriate people
- using information from the internet in a way that breaches copyright laws
- uploading personal information about themselves, including photographs, on social networking sites without realising they are publishing to a potentially global audience
- use of mobile devices to take and distribute inappropriate images of the young person (sexting) that cannot be removed from the internet and can be forwarded on to a much wider audience than the child intended

Children may also be adversely affected by obsessive use of the internet that may have a negative impact on their health, social and emotional development and their educational attainment. They may visit sites that advocate extreme and dangerous behaviour such as self-harm or suicide or violent extremism, and more vulnerable children may be at a high degree of risk from such sites. All children may become desensitised to pornography, violence, sex and drug use or self-harm by regularly viewing these on-line.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, as a school we use E-Safe which is a monitoring system which monitors children behaviour online

Attendance and Exclusions

Broadfield 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 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.

Broadfield Primary School contacts parents on the first morning they are absent from school to establish the reason for absence. Home visits are undertaken when contact is not established with the family of an absent child.

Children with poor attendance are closely monitored and the **Broadfield** attendance officer works in conjunction with the families to improve attendance for example by coming to Breakfast club.

We implement the statutory requirements in terms of monitoring and reporting children missing education and off-rolling and understand how important this practice is in safeguarding children and young people.

Broadfield Primary School has more than one emergency contact number for each pupil or student. This gives the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. The school does not exclude pupils but tries to find alternative ways of supporting them.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Policy, Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of pupils as set out in the DfE guidance 'Keeping Children Safe in Education' (September 2021), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" guidance (June 2015)

Parents will be issued with a hard copy of this policy on request.

In our school the Designated Safeguarding Lead will actively evaluate the effectiveness of this policy by monitoring all staff and their understanding and application of the procedures within this policy as their overall duty to safeguard pupils.

The policy, in line with updated DfE and Local Authority guidance, will be reviewed on an annual basis.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

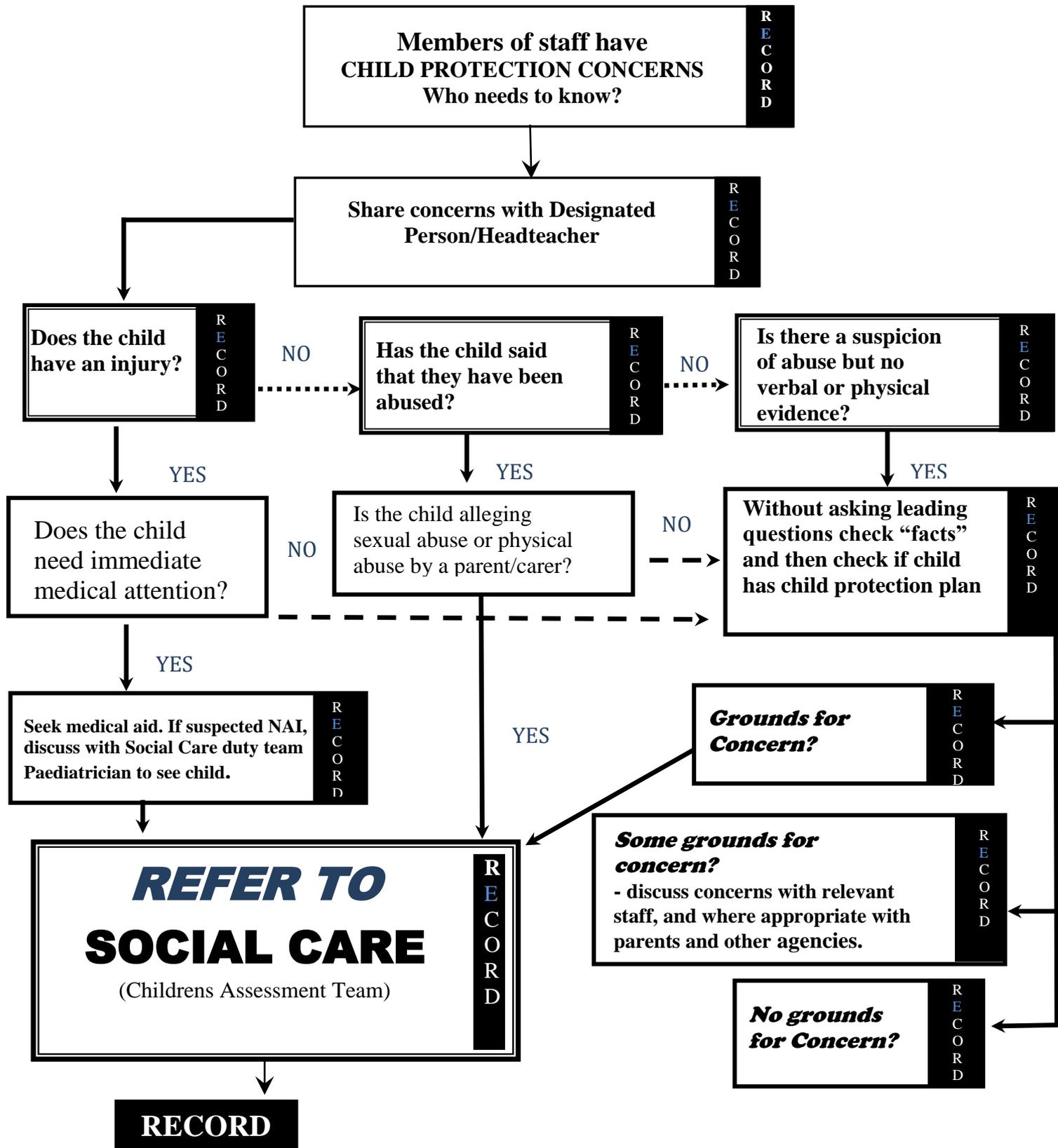
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Medical records	Personal Identification Data	Legally Required To manage the child's specific needs	Head teacher and governing body	Initially Completed On Paper	Held On File for 25 years
Personal contact details		Keeping Children Safe in Education 2020	Passed on to Police / Ambulance service/external agencies if appropriate		
Child Protection Records		Communication Government Legislation			

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		x

Appendix 1 - In-School Child Protection Procedures Flowchart

IN-SCHOOL CHILD PROTECTION PROCEDURES FLOWCHART



Stage 1 – Staff witnessing any injury or disclosure should record, in their own words, what they saw, and what the child said.

Stage 2 – When discussing the information with the Designated Person decide the concerns, what action to be taken and record.

Stage 3 – Record each new development. All Child Protection records to be kept confidential.