



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

**SAFEGUARDING & CHILD
PROTECTION POLICY**

March 2022

'Moor Park Primary is a Happy, Caring School Where Everyone Matters'

Policy	Safeguarding & Child Protection policy
Blackpool Council model policy	None available Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership procedures and guidance followed
Reviewed by	Amanda Ashford
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Statutory Legislation

This policy should be read in conjunction with 'Children's Safeguarding Assurance Partnership (CSAP)' and 'Working Together to Safeguard Children March 2018'

Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership

The Children and Social Work Act 2017 replaced Local Safeguarding Children Boards with multi-agency safeguarding arrangements that are the joint responsibility of local authorities, the police and clinical commissioning groups. Partner agencies in Blackpool have decided to join with colleagues in Blackburn with Darwen and Lancashire in our new arrangements which are detailed here.

Safeguarding Children Partnership Arrangements

Other useful documents guiding policy are:-

- Keeping children safe in education (September 2021)
- The Government document 'What to do if you are worried a child is being abused'
- Sexual violence and sexual harassment between children in schools and colleges.
- Safer Working Practices Policy
- School E-safety Policy
- The Prevent Duty

Key Principles

The local authority has a general duty to safeguard and promote the welfare of children in need in its area by providing services appropriate to the children's needs. Services for children in need are likely to combine targeted and universal services and the working together of relevant professionals to ensure the child's needs can be met and their circumstances improved.

The local authority has a duty to make enquiries if it has reason to suspect that a child in their area is suffering, or likely to suffer significant harm, to enable it to decide whether it should take any action to safeguard or promote the children's welfare. In the great majority of cases, children are safeguarded from harm by working with parents, family members and other significant adults in the child's life to make the child safe, and to promote his or her development, within the family.

Policy Statement

Moor Park Primary is a caring school where each child is valued and respected as an individual. Our children are encouraged to be 'the best they can be'. Our aim is to prevent wherever possible and protect children from any form of abuse. Each child will be supported and educated to enhance their own awareness and skills to protect themselves. Children who do encounter difficulties will be supported and guided and their needs and wishes kept

firmly as the focus. Response will be appropriate and effective to ensure a child's safety and security.

We have a duty to safeguard and promote the welfare of the children in our care, working in partnership with all relevant bodies. As part of our local Child Protection Procedures we have a responsibility to follow the guidance laid down by the Children's Safeguarding and Assurance Partnership (CSAP). Moor Park has a culture of vigilance with regard to safeguarding our children.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- To try and enable children to have optimum life chances and to enter adulthood successfully.

Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering or likely to suffer, significant harm.

Effective child protection is essential as part of the wider work to safeguard and promote the welfare of children. Everybody working at Moor Park will understand their responsibility to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

All procedures within this policy are in keeping with all of the above.

Safeguarding and promoting the welfare of children is the responsibility of all adults involved in our community, employees, students, volunteers and representatives of other agencies and governors.

For those children who are suffering, or at risk of suffering, significant harm, joint working is essential to safeguard them and- where necessary- to help bring to justice the perpetrators of crimes against them.

All stakeholders in our school should be encouraged to take responsibility:

- Be alert to potential indicators of abuse or neglect and understand that abuse is rarely a stand alone event but in most cases multiple issues will overlap each other.
- Be alert to the risks which individual abusers or potential abusers may pose to children.
- Share and help to analyse information so that an informed assessment can be made of the child's needs and circumstances.
- Contribute to whatever actions are needed to safeguard the child and promote his/ her welfare.
- Regularly review the outcomes for the child against specific shared objectives and

- Work co-operatively with parents unless this is inconsistent with the need to ensure that child's safety.

Key Staff

Designated Teacher lead Safeguarding and Child Protection- Amanda Ashford

Deputy Team members for Safeguarding and Child Protection- Joanne Magson (Headteacher), Gareth Kirkpatrick (Deputy Head)

Family Support Worker- Gemma Cooper

Procedures

If abuse is suspected, we follow the 'Children's Safeguarding Assurance Partnership (CSAP)' and 'Working Together to Safeguard Children' Jan 2021 policy and procedures.

Children have varying needs which change over time. Judgments on how best to intervene when there are concerns about harm to a child will often and unavoidably entail an element of risk. At the extremes, this risk will be either of leaving a child for too long in a dangerous situation, or of removing a child unnecessarily from his or her family.

The way to proceed in the face of uncertainty is through competent professional judgments based on a sound assessment of a child's needs, the parent's capacity to respond to those needs- including their capacity to keep the child safe from significant harm- and the wider family circumstances. These judgements also need to take into account additional barriers/ challenges in recognising signs in very young children and those with additional needs who aren't able to voice their experiences.

Professional staff have a responsibility to communicate their concerns about a child as soon as they have reasonable cause to suspect a child is at risk of abuse, neglect or significant harm or if the child makes a disclosure. They should raise their concerns with the Designated Teacher or a member of the Safeguarding Team (listed above and below) and record their concerns or any disclosures in writing on the school's 'Safeguard' system. A body map diagram can also be a useful tool for bruises or suspected non-accidental injuries and can be attached to the 'Safeguard' system notes. The child's voice needs to be at the heart of any information recorded. Notes can also be made to include actions/ discussions that have taken place with parents. Notes should detail facts and not thoughts or opinions of the recorder. Words spoken should be typed *exactly* as a child says it and the *exact* words used. Discussions with the Designated teacher should also be recorded on Safeguard as soon as possible after the conversation has taken place. **(Unless there is a risk that the child would be put in danger by discussing issues with parent/ carer)**. Always ask one of the safeguarding team if you are ever unsure or would like advice. Designated Teacher- Amanda Ashford, Deputy Head- Gareth Kirkpatrick, Head- Joanne Magson, Family Support Worker- Gemma Cooper. If after discussion between Safeguarding Team or indeed a teacher still has concerns, and disagrees with the judgment, it is considered the child and their parents

would benefit from further services, a referral to Social Care can be made by the teacher with the original concern.

In line with Blackpool guidelines we believe at Moor Park that Early Help is preferable. Spotting problems at the earliest stage and getting the right support at the right time can stop a problem from escalating. This can only be achieved when all agencies are actively sharing information and sharing responsibility for the part they can play in improving things for our Children and Families. The most important principle is to offer help to children and families who need it at the earliest possible stage. School, especially our Family Support Worker will be instrumental and take responsibility for our school's Early Help Offer.

It is vital that we all offer support to children and families at the earliest stage. Addressing these issues early gives us the best possible chance to tackle the problems and help create long term solutions. This can be in the form of signposting to relevant services or more formally via Early Help meetings co-ordinated by the school Family Support Worker.

As part of our early Help Strategy we aim to minimise stress and emotional harm to children in our care. Sometimes during times of family conflict, parents show animosity towards each other. This can cause stress to children in our care. On occasions where a parent with Parental responsibility turns up asking to pick up a child unexpectedly, we have adopted the common sense procedure that the child will go home with the parent that brought them to school that morning or as directed by a court order. The other parent will be contacted and both parents will then be advised to seek legal advice or advice from Social Care.

New staff, student or supply teachers are briefed about safeguarding and directed to report to Designated Teacher Team if they have any concerns. They are directed to read the policy available on the school website.

If abuse reported by a third party to school, then listen carefully and record information on the school 'Safeguard' system. Ask the informer to contact Social Care or the police directly and also inform Designated Teacher who can refer to Social Care. Advice can be sought from the advice line at Social Care on 478959.

Tel: 01253 477299

Blackpool Children's Social Care

Also be aware that information disclosed or shared must be treated as confidential. Always remember to inform a child that has disclosed information that this cannot be kept confidential between themselves, but needs to be shared with a member of the safeguarding team so they can best help the child. Reassure the child they have done the right thing in telling someone. Data and information can be shared with social care, the police and other relevant services. The school safeguard system encrypts messages and gives a one-time password for this purpose.

Children defined, as '**in need**' under Children Act 1989 are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development will be impaired without the provision of services. Some children are in need because they are

suffering or likely to suffer **significant harm**. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the children.

Thresholds in Blackpool are categorised as a continuum of need. Level 1-Universal, Level 2- Universal plus, Level 3- Intensive support, Level 4- Specialist Support.

The Designated Teacher's attend relevant courses and cluster meetings relating to child protection, to build skills and knowledge. This information is disseminated to staff during briefings, emails and staff meetings to inform and raise awareness of issues. It is a policy of the school to assess the training needs of the staff and to update at regular intervals. All staff will receive at least level 1 training as recommended. The training is recommended to be undertaken every three years and will be next scheduled for January 2025. A training record is kept in the office, of training undertaken and by which staff. New staff will need to produce their certificate of Level 1 training or if not current, then training be made available through 'Children's Safeguarding Assurance Partnership (CSAP)' or school's annual training (whichever is soonest available)

We adopt safe recruitment and selection procedures for all staff and volunteers. (see also separate policy) All individuals who work directly with children have to obtain a DBS check. A Single Central Record is kept by Deborah Makin (Business Manager) in the office. Any visitors to the site gain entry through the main entrance to the office. Visitors permitted into school sign in and out of a register book. Visitors wear a visitor's badge. If for any reason an adult is seen in school not wearing a badge, they should be challenged and accompanied to the main office.

The perimeter of the school site is secured with fences and locked gates. These are checked regularly by the site supervisor. Playground staff should check all relevant gates are locked at playtimes to ensure safety of our children.

The Designated Teacher has custodial responsibility for the upkeep and monitoring of Child Protection records, which are made available to staff on a 'need to know' basis. **These are confidential**. Recorded concerns are read and discussed by Safeguarding Team to agree suitable action.

At the end of the Year 6 academic year information is shared with High School liaison teachers to ensure safe transitions for our pupils. If a child leaves our school, significant information is shared with the new school and necessary records sent on, by signed for post system. This can sometimes be a phone-call to the relevant Safeguarding Teacher at a new school if there are concerns of a sensitive nature. When children join our school, records passed to us from previous school are read, signed for and passed back to the Designated Teacher for safe storage.

The Designated Teacher prepares a report for governors' each term.

The Designated Teacher's or Family Support worker will attend Case Conferences and multi-agency meetings, whenever possible. If attendance is not possible, a written report is requested. Reports for conferences are emailed to the Safeguarding Chair prior to

conferences. This records information from the school safeguard system, class teacher's report and the voice of the child.

It is the intention of the school to try to give help and support to parents in times of need. This will often be through the Early Help assessment process, co-ordinated by the school family support worker.

The Early Help Assessment process is also used to support families under stress or experiencing difficulties but sit under the thresholds for referral to Statutory Services. It aims to offer;

- Support at the earliest opportunity in a child's life.
- Support at the earliest sign of a problem or additional need.

This is a shared framework for use across all children's services in Blackpool. It aims to help the early identification of children's additional needs and promote a co-ordinated service provision to meet them.

Any suspected cases of professional abuse against children or concerns about safeguarding practice in school, will be dealt with by the Headteacher (or by the Governors if the Headteacher is accused) by following local procedures and speaking with Blackpool LADO.

Whistle-blowing guidance

<https://www.blackpoolsafeguarding.org.uk/whistle-blowing>

We support work in Child Protection through all aspects of the curriculum and day to day school life. This can also occur particularly in PHSE, Assemblies, Circle Solutions time, an ongoing program of internet safety, Anti-bullying week, safe touch (RSPCC Knicker saurus), age of criminal responsibility, weapons, Young Carers, medicines, Fire Safety, relationships and feelings are just some examples. By educating our children, building their awareness and knowledge, we aim to reduce the possibility of them being abused and empower them to report abuse. See other policies for bullying, behavior, e-safety etc for more specific information.

The school also employ the services of a counselling service. This is predominantly for our Looked After Children but other children can be considered if this would be of benefit. The school also has a learning Mentor who supports children during times of need or crisis.

The definition and recognition of abuse

Abuse- A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or institutional or community setting by those known to them or more rarely by others via the internet. They may be abused by an adult or adults or another child or children.

Child abuse and neglect can and does occur in any setting and in any type of family. Research has shown, however, that children most at risk live in families under pressure. Source of stress within families may have a negative impact on a child's health, development and well-being, either directly, or because they affect the capacity of parents to respond to the child's needs.

Definitions

Physical abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing deliberate physical harm to a child.

Physical harm may also be caused when a parent or carer feigns the symptoms of problems, or deliberately causes ill health to a child whom they are looking after. This is known as Fabricated and Induced Illness (FII). FGM (Female genital mutilation)

Sometimes a single traumatic event may constitute physical harm to a child. In other cases, the harm is caused by repeated assaults. In themselves, each of these assaults may be relatively minor. Together however, they identify the severity of risk that the child faces.

Physical abuse can lead directly to neurological damage, disability and in extreme cases, death.

Emotional abuse

Is the persistent ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. It may involve causing children frequently to feel afraid or in danger, or involve the exploitation or corruption of children.

Emotional abuse is involved in all types of ill treatment of a child, although it may occur alone.

Emotional abuse has an important impact on a developing child's mental health. It can be especially damaging in infancy. Domestic violence, adult mental health problems and

parental substance misuse may be features in families where children are exposed to such abuse.

Emotional abuse can also be as a result of Cyber bullying or hearing or seeing the ill-treatment of another.

Domestic Abuse

From 31 January 2005, the legal definition of harming children extended to include harm they suffer seeing or hearing the ill-treatment of another- particularly in the home. E.g Domestic abuse.

Prolonged exposure to domestic abuse can have a serious impact on a child's development. This occurs in a number of ways. It can pose a threat to an unborn child because assaults on pregnant women frequently involve punches to the abdomen.

Older children may suffer blows during episodes of violence. Children of all ages will also be greatly distressed by witnessing the physical and emotional suffering of a parent. The negative impact of domestic abuse is exacerbated when the abuse is combined with drink or drug misuse; children witness the abuse; children are drawn into the abuse or are pressurised into concealing the assaults.

Sexual abuse/ sexual exploitation

Involves forcing or enticing a child or young person under the age of 18 years, to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Vulnerable young people may be 'groomed' by offering gifts/affection directly or by the Internet.

Disturbed behaviour including self-harm and depression have been linked to sexual abuse. Its adverse effects may endure into adulthood. The severity of impact is associated with the extent of premeditation, the degree of threat, sadism and bizarre or unusual elements.

Neglect

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The mental illness of a parent/carer

Mental illness in a parent or carer does not necessarily have an adverse impact on a child, however it is important to assess its implications for any child in the family.

With parental illness, children may have caring responsibilities placed on them that are inappropriate for their years. If they are depressed, parents may neglect their own and their children's physical and emotional needs. Some forms of mental illness may blunt a parent's emotions and feelings, and cause them to behave in bizarre or violent ways.

Drug and alcohol abuse

As with mental illness, drug or alcohol misuse itself does not necessarily have an adverse impact on a child. It is important however, that the implications for the child are properly assessed.

Maternal substance misuse in pregnancy may impair the development of an unborn child. A parent's practical caring skills may be diminished and some forms of drug and alcohol use may give rise to mental states or behaviour that put children at risk of injury, psychological distress or neglect. Children may also be at risk if drugs and drug paraphernalia (eg needles) are not kept safely out of harm's way.

Social Exclusion

Many families who seek help or about whom others raise concerns, are multiply disadvantaged. Many lack a wage earner. Severe poverty and its attendant pressures, often mean that children live in over crowded, poor quality accommodation, have poor diets and are vulnerable to accidents. In some cases the sense of hopelessness experienced by the parent or carer leads to an abdication of parental responsibility, which places the child at increased risk.

Transience

This is a particular problem in Blackpool. Research undertaken by Social Services in Blackpool has shown that up to a third of all children placed on the Child Protection Register, following an initial Child Protection Case Conference, have lived in Blackpool for less than a year.

It is the case that multiply disadvantaged families migrate to Blackpool in order to escape problems in their home area. Often, the move is unplanned. An examination of the family history will often indicate that the family has moved repeatedly over the child's lifetime. The instability in the lives of the children of transient families places them at increased risk of abuse and neglect both within the family and by predatory paedophiles.

All staff should be aware that technology is a significant component in many safeguarding and well-being issues. Children are at risk online as well as face to face in daily life. Children can also abuse their peers online.

Specific Safeguarding Issues

Extremism and Radicalisation

Staff have received specific online training around the Prevent Duty March 2020. Staff need to be aware of our usual safeguarding procedures and be mindful of children who could be vulnerable to radicalisation and report any concerns through our usual safeguarding systems and communicated to the Designated Teacher. A referral to social care and the Chanel program may then be appropriate. Staff should be aware of changes in behaviour, which could indicate they may need help or protection. Our Curriculum will aim to build resilience to radicalisation, develop tolerance, as well as promoting British values within our multi-cultural society. Staff also need to be vigilant during use of IT and ensure children are aware of how to keep themselves online. A report is prepared monthly by our IT support which details which key words have been searched for to enable risks to be assessed.

Link to Prevent Duty document

<https://www.blackpoolsafeguarding.org.uk/assets/uploads/children/Prevent/Prevent-Duty-Guidance-2.pdf>

Safeguarding pupils who are vulnerable to extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Moor Park Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Moor Park Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Moor Park 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

to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Moor Park Primary School is Amanda Ashford.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Indicators of vulnerability to radicalisation

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

Extremism is defined by the Government in the Prevent Strategy as:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

Extremism is defined by the Crown Prosecution Service as:

“The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.”

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through 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. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:

- Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**Preventing violent extremism -
Roles and Responsibilities of the single point of contact (SPOC)**

The SPOC for Moor Park Primary School is *Amanda Ashford*, who is responsible for:

- Ensuring that staff of the school are aware that they are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Moor Park Primary School in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; (Jeremy Maninio) and
- Sharing any relevant additional information in a timely manner.

*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to establish an effective multi-agency referral and intervention process to identify vulnerable individuals; Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Images and Photography

Parents are contacted and a register kept of children who are not allowed to be photographed and published in public domain. Staff should only take photos on school equipment such as ipads, ipods and not using their own equipment. Staff should not use personal phones when with children in school, unless risk assessed for particular circumstances. School computers use a filtering system to safeguard and monitor images. Please also read e-safety policy as the internet can be a source of grooming, bullying and exposure to inappropriate material. Children in our school are informed how to keep themselves safe online and we have a dedicated e-safety week to revisit this learning. There is also a Social Media policy and staff should refer to this to advise on conduct when using social media.

Child and youth produced Images- This is defined as exchange of sexual messages or images and creating, sharing and forwarding sexually suggestive nude or nearly nude images. If a child discloses or is worried about images being shared, this should be referred to the Safeguarding Team. A referral will always be made when this is regarding a child under 13 years of age. Do not view any images, but ask to have the device and pass to a member of the safeguarding team.

Physical Restraint

We follow the guidelines from 'Team Teach'. The school has trained teachers in the Team Teach method. Central to this policy is the understanding that any Physical Intervention used by staff must be in accord with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted.

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. It is essential that any discussion of Physical Intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. For the majority of the time there will be no need for physical intervention and other methods can be used to de-escalate situations or prevent inappropriate behaviour.

FGM (Female Genital Mutilation)

FGM comprises all procedures involving partial or total removal of the external female

genitalia or other 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. The practice causes severe pain and has several immediate and long- term health consequences, including difficulties in childbirth also causing dangers to the child. FGM is illegal in the UK. If a member of staff suspects FGM to have been carried out on a child under the age of 18, please report personally to the police. You can also ask for support from the Designated Teacher. Do not talk to child's parents about the matter. A link below is provided for a useful leaflet explaining signs and symptoms of FGM.

<http://www.lancshiresafeguarding.org.uk/media/35209/5118-Female-Genital-Mutilation-A5-leafletWEB.pdf>

Children missing in education

(see also attendance policy on website)

Children should be monitored and if at risk identified as quickly as possible to ensure that they can be safeguarded and encouraged to return to education as soon as possible. Attendance is closely monitored in school and with close liaison with the local authority PWO. If you have any concerns about a child's attendance, please raise it as a concern with the Designated Team. Also to be considered, should be whether the child is involved with serious crime such as county lines etc

Faith Abuse

We should seek to safeguard against certain kinds of child abuse linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or Muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

Private Fostering

A private fostering arrangement is one that is made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full

or half blood or by marriage) or a step-parent will not be a private foster carer. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but if a child receives an occasional short break this is not considered to break that continuity.

Parents and carers have a legal duty to notify the local authority when entering into a private fostering arrangement; local authorities are then required to carry out an assessment, and to monitor the arrangement. Some notifications are received from parties involved in private fostering arrangements, often private foster carers or young people. These notifications tend to occur once the arrangement is well underway, and often come about as a result of a private foster carer approaching the authority for general support or advice. On occasion authorities are notified of private fostering when the arrangement is in crisis and in danger of breaking down. Reasons for such crises could be because of a breakdown in financial arrangements between the private foster carer(s) and the birth parent(s), or conflict between the privately fostered child and their carer. Note that not all notifications go on to be classified as private fostering arrangements; if they do not meet the requirements of the definition of a private fostering arrangement as detailed above they would be counted as a notification but not an arrangement.

Peer to Peer abuse

Staff should recognize that children are capable of abusing their peers. Children can abuse other children inside and outside school. Within our classroom and school ethos it is made clear to the children acceptable ways of treating each other and showing tolerance for difference. Behaviour towards others that is not acceptable will be dealt with according to the behaviour policy in school. It should never be tolerated as 'banter' or 'part of growing up' Support should be given to the victim as considered appropriate by the class teacher/ Senior Leadership team. Any concerns should be recorded and referred to DSL.

Honour Based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

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 violence 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

Child Sexual exploitation (CSE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking

part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Preventing abuse

The NSPCC offers advice on how to protect children. It advises:

- helping children to understand their bodies and sex in a way that is appropriate for their age
- developing an open and trusting relationship, so they feel they can talk to you about anything
- explaining the difference between safe secrets (such as a surprise party) and unsafe secrets (things that make them unhappy or uncomfortable)
- teaching children to respect family boundaries, such as privacy in sleeping, dressing and bathing
- teaching them self-respect and how to say no
- supervising internet, mobile and television use

For a brief video explaining CSE, please watch [CSE Parental Awareness Video](#) (you tube link)

Sexual Violence and Sexual Harassment between children (May 2018)

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;

challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and

understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Teachers should report to the Designated Teacher in the usual way and record the incident on Safeguard.

County Lines

County lines is about city-based gangs expanding their illegal drugs businesses into new areas, often exploiting children in the process.

When an organised crime group or urban gang from an area such as London, Birmingham, Manchester, Liverpool, or West Yorkshire extends their drug dealing operation into other counties it's often referred to as 'county lines'. 'Line' refers to the mobile phone drug lines that organised crime groups market to sell their drugs.

Gangs need people to transport drugs and cash and often exploit children and vulnerable adults to do so. These drugs runners are incentivised with things that they want or need such as money, gifts like designer clothes and trainers, status, perceived friendship, or protection in return for completing tasks. Soon these gifts and intangible benefits turn into threats of what will happen if they don't complete a task. These intimidation tactics make it very difficult for new recruits to say no, particularly as debts are incurred.

Children as young as 10 and vulnerable adults are made to travel many miles away from home to coastal towns and rural locations to deliver Class A drugs such as heroin and crack cocaine, collect cash, and even carry out enforcement for the gang. Travelling to areas where they are not known by the authorities allows them to fly under the radar for longer, carrying the risk on behalf of senior gang members. This causes obvious problems in our communities as vulnerable adults and children go missing for days at a time, missing school and being away from any support.

Again, this should be reported to the DSL, who can contact the police and Social Care.

Response to abuse

If you have concerns about a child's welfare or abuse is suspected or disclosed.

- Use approaches, which would cause least embarrassment for the child – through story, whole class discussion, normality of reaction.
- Avoid making any judgement or apportioning blame. Keep your own reactions under control and remain positive.
- Avoid leading questioning or probing, on no account make suggestions for alternative explanations for their worries. There should be no presumptions.
- Reassure the child that it is now for you to deal with and that they are not in the wrong. Make it clear that you are bound to pass on the information. Do not promise total confidentiality to pupils
- Inform the Designated Teacher via the school 'Safeguard' system. Add to this updated notes of conversations or any concerns you may have

Contacting the family

- A member of the 'designated team' should make contact with the parents, offering support where appropriate. If making a referral, parents should be informed first unless this puts the child in danger.
- Depending on the circumstances, he or she should be prepared for reactions varying from hostility and denial to relief.
- In the instance of staff in school facing an allegation of physical and/or sexual abuse, The Headteacher will follow guidelines as set down in CSAP procedures. In the instance of a Headteacher facing an allegation, the chair of governors and as agreed between the recognised teacher organisations.

Record keeping

Adults in school are encouraged to be alert and proactive, taking responsibility for potential or actual Child Protection issues and reporting quickly any concerns. When a member of staff first suspects that a child may be being abused a dated action record should be made on the school 'Safeguard' system where comments on the child's actions, demeanor and appearance can be written to facilitate the awareness of emerging patterns. These could include details of times, dates, witnesses and should also distinguish between hearsay, gossip and observation. The child's voice being at the heart of the information. Such records can often be the 'pieces of the jigsaw' which when put together over time can provide the evidence needed to make a referral to other agencies. These records are unofficial but regular communication should take place between the class teacher and the designated teachers to monitor the situation closely. If you have concerns, share them; do not assume that others have made concerns known.

- The Safeguarding Team hold regular meetings to update, review and monitor child protection issues and procedures, including vulnerable groups. Vulnerable groups are also monitored at phase meetings.
- Information regarding children on the 'Child Protection' Register should be made available to teachers on a need to know basis.
- Any teacher who has concerns regarding a child in her/his care may be given access to the Child Protection files, which contains information and articles teachers' response.
- The Designated Teacher/ Team will assess the threshold of need'. This may mean early support/ intervention from school, other agencies or a referral to Social Care if it is felt that a child is suffering or is likely to suffer significant harm, a formal referral must be made.

Single Central Record

Schools and colleges **must** maintain a single central record of pre-appointment checks, referred to in the Regulations as the register and more commonly known as the single central record.

The single central record **must** cover the following people:

for schools, all staff, including teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day,

for colleges, details of staff, including agency and supply staff providing education to children under the age of 18; and staff members (including teacher trainees on salaried routes). For agency and third party supply staff, schools and colleges **must** include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff.

253. The single central record **must** indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

- an identity check, (identification checking guidelines can be found on the [GOV.UK](https://www.gov.uk) website);
- a barred list check;⁸²
- an enhanced DBS check requested/certificate provided;
- a prohibition from teaching check;⁸³
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom. In addition:
 - colleges **must** record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18; and
 - independent schools (including academies and free schools) **must** record details of the section 128 checks undertaken for those in management positions.
 - The details of an individual should be removed from the single central record once they no longer work at the school or college.

Dealing with Cases

In Blackpool it is the **Children's Social Care Duty and Assessment Team**, that should be contacted initially if a referral process is taking place or to discuss a case.

Advice about referrals can be made by phone **01253 477299**, usually by the designated teacher or member of the Safeguarding Team.

The Duty and Assessment Team should clarify with the referrer

- i) the nature of concerns
- ii) how and why they have arisen
- iii) what appears to be the needs of the child and family
- iv) whether there is a need for immediate action to protect the child.

Referrals from professionals must be made by completion of the MARF form. If a referrer has a concern about the welfare of a child who is currently open to a Child Care Social Worker the referrer should direct any concern to that person if possible.

Contacts

The Duty and Assessment Team Blackpool **01253 477299**.

Social Care advice line 478959

The school's Designated Teacher is Mrs Amanda Ashford who is supported by, Mr Gareth Kirkpatrick, Mrs Joanne Magson and Mrs Gemma Cooper

Governor for Safeguarding- Laura Halsted

Blackpool LADO (Now known as Designated Officer) Tel: 01253 477558

Email: lado@blackpool.gov.uk

This policy will be reviewed annually and made available for staff to read. A copy will be displayed on the Staffroom Safeguarding noticeboard.