



Safeguarding/Child Protection **Policy**

Reviewed September 2023

INTRODUCTION

Developing a Whole School Policy on Safeguarding/ Child Protection

This document concerns the duties that Sutton Oak CE Primary School has to safeguard and promote the welfare of children. It is informed by The Education Act (2002), which was implemented on 1 June 2004. Section 175 is underpinned by the DfE Guidance **“Keeping Children Safe in Education” (September 2023)**, which informs staff about how to make referrals to appropriate agencies and directs them to further detailed information on specific safeguarding matters including female genital mutilation, child sexual exploitation, cyberbullying, mental health, child on child abuse, sexting, initiation/hazing, sexual violence, or harassment between children in schools or colleges and radicalisation. Guidance reiterates to staff working with children they should always think “it could happen here”. Detailed information regarding safeguarding is available on the website www.sthelenssafeguarding.org.uk

“Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe Christian environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school”

Sutton Oak CE Primary believes that all children, regardless of ethnicity, nationality, religion, culture, family circumstances and ability, have the right to be protected. We are all children of God, and we believe that every child should be happy, healthy and safe.

Taken from “Safeguarding Children in Education”

This policy draws upon good practice within the Local Safeguarding Children Board - LSCB which are commensurate with the Guidance document **“Working Together to Safeguard Children, 2018”** This guidance document states that all education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting;
- Promote safe practice and challenge poor or unsafe practice;
- Identify instances in which there are grounds for concern about a child / young person’s welfare and take appropriate action to keep children / young people safe;
- Contribute to effective partnership working between all those involved with providing services for children.

Taken from “Safeguarding Children in Education”

- Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person.
- Development includes physical, intellectual, emotional, social or behavioural development.
- Health includes physical and mental health.
- Ill-treatment includes sexual abuse and other forms of ill – treatment that are not physical.
- This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.

Our policy applies to all staff and volunteers working in the school, community education staff and governors. Teaching assistants, mid-day assistants, office staff, as well as teachers can be the first point of disclosure for a child. Concerned parents, carers or members of the community may also contact school governors, the Head Teacher, Pastoral/Safeguarding Lead, Assistant Heads or a member of the School Safeguarding Team if they are concerned about a child.

Please note that if you are ever concerned about the welfare of a child or family you must contact **Social Care on 01744 676600 or the out of hours number on 0345 050 0148**

2. THE PURPOSE OF A SAFEGUARDING/ CHILD PROTECTION POLICY

2.1

Our whole school Safeguarding/ Child Protection Policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy also makes explicit the school’s commitment to the development of good practice and sound internal school procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

2.2

“The aim of this policy is to safeguard and promote our pupil’s welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil’s welfare is of paramount importance.”

Types and definitions of abuse

Abuse can take many different forms. Sutton Oak CE Primary all staff receive training to understand the different forms of abuse and their signs and symptoms.

Definitions and examples of the different forms of abuse can be found in [Appendix 1](#).

The four main categories of abuse are:

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

In relation to 'Keeping Children Safe in Education 2023', Sutton Oak CE Primary also recognises additional forms of abuse which children may be at risk of:

These include:

- ☐ Female Genital Mutilation or FGM]
- ☐ Radicalisation and Extremism.
- ☐ Forced Marriage
- ☐ Child Sexual Exploitation or CSE
- ☐ Private Fostering
- ☐ Child Missing in Education
- ☐ Sexting or youth produced sexual imagery
- ☐ Sexual violence and sexual harassment
- ☐ Initiation or hazing
- ☐ Child on Child abuse

2.3 There are three main elements to our "Safeguarding/ Child Protection Policy".

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

(a) Prevention

Caring relationships with children, parents, carers and families will begin to be built on from Early Years Foundation Stage and are built on mutual trust and respect. Foundation Stage staff carry out Private Nursery visits to develop partnerships with parents and get to know the child on his / her known setting. Staff throughout the school meet with parents on a regular basis to discuss concerns and parents are welcome at all other times to make an appointment if they need to speak to a member of staff.

Attendance is vital and school works closely with the Education Welfare Officer and operates a first day contact system in the case of unexplained absence from school. The Education Welfare Officer or member of Safeguarding Team visit the homes of children if there is a concern. (See the School Attendance Policy for all procedures used.)

(b) Protection

At **Sutton Oak CE Primary School** we ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. There are identified key workers across school.

Mr Williams – Designated Safeguarding Leader

Mrs Bradshaw – Deputy Designated Safeguarding Leader

Safeguarding Team - Mrs Bradshaw, Mrs Lewis, Mrs Green, Mrs Atherton and Mr Williams

All staff in school have annual safeguarding training and are made aware of the need to be observant and to monitor the children in their care i.e. to notice changes in appearance and behaviour, patterns of absence etc.

Staff are aware of the need to respond appropriately and sensitively to safeguarding concerns. The safeguarding flowchart and continuum of need is displayed in the general office, staff room and Headteacher's office. All Teachers have access to a copy of the guidance material, 'Working Together to Safeguard Children 2018' and 'Keeping children safe in Education 2023'.

(c) Support

Children have the opportunity throughout the day to talk to adults in school – teachers, lunch time supervisors, teaching assistants and members of the Pastoral Team. There are Worry Boxes in each class and the School Council regularly feedback the views of children in each year group to ensure that children feel that they have a voice and are listened to. Informal support is offered to parents / carers through coffee mornings, parents' courses and information events. Information relating to community services is displayed on our website. Children have accessed training in supporting their peers through such schemes as Activity Leaders and Helping Hands. Adults who have been involved in any part of a safeguarding issue will be offered support and, if appropriate, support from outside agencies will be sought.

3. SCHOOL COMMITMENT

'We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of or suffering from abuse.'

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSHE / Citizenship which equip children with the skills they need to stay safe from abuse, different forms of harassment and bullying and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

- d) The school will provide opportunities for pupils to develop their communication skills and to listen to their concerns for example through planned worship time, RE lessons, School Council meetings and peer listening activities.
- e) Our school has implemented a creative/challenging curriculum, which is designed to link together critical elements in teaching and learning, curriculum and assessment. This is planned around the distinctive needs of our children, it is enquiry based to promote curiosity, is outcomes driven to raise standards, embeds the application of basic skills, integrates empowering learning through learning to learn skills which help to develop independent enquirers, team workers, resourceful thinkers, self-managers and effective participators.
- f) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

3. FRAMEWORK

‘Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.’ (*Working Together to Safeguard Children, 2018*).

Safeguarding is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the St Helens Safeguarding Partnership Board. This is made up of representatives from a number of agencies including health, children social care, probation and the police.

The St Helens Safeguarding website contains:

- Definitions of abuse and indicators
- Procedures for Safeguarding and multi-agency working including relevant contacts
- Advice on good practice and policy making
- Pro-formas for referral and record keeping.

4.0 Procedures

4.1 Sutton Oak CE Primary follows the procedures set out by the St Helens Safeguarding Partnership Board. These are available at www.sthelenssafeguarding.org.uk and Sutton Oak CE Primary also has clear internal procedures for dealing with safeguarding issues; these are adopted and followed by all staff members and volunteers.

4.2 The school will:

- a) Ensure it has two Designated Senior Leads who are responsible for dealing with safeguarding issues within school. Both staff will have undertaken the training course provided by the Local Authority as minimum; this will be refreshed every two years.

- b) Recognise the key roles of the Designated Senior Lead/Deputy Lead and arrange all necessary support and training.
- c) Receive additional training in order to best support children and their families and achieve positive outcomes regardless of individual circumstances or challenges.
- d) Ensure every member of staff and every governor knows:
The names of the Designated Senior Leads and their roles. They are:

Headteacher: Mr Iwan Williams

Pastoral/Safeguarding Lead: Mrs Amanda Bradshaw

The name of the Governor responsible for safeguarding: Mavis Hyland

- e) Ensure that all members of staff and volunteers are aware of the need to be alert to signs and symptoms of abuse and know how to effectively respond to a child who makes a disclosure.
- f) Ensure that parents and carers understand the responsibility placed on the school and staff to safeguard children in accordance with **Keeping Children Safe in Education (September 2023)** and **Working Together to Safeguard Children 2018**.

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. All staff have a responsibility to provide a safe environment in which children can learn and all staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any staff member who has a concern about a child's welfare should follow the processes set out in paragraphs 51-67. Staff should expect to support social workers and other agencies following any referral.

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- g) Provide refresher training for all staff every year and a Safeguarding Induction (including issuing the Child Protection and Safeguarding Policy) for new staff and volunteers so that they know (i) their personal responsibilities, (ii) the local policy and procedures, (iii) the need to be vigilant in identifying cases of abuse, (iv) the appropriate way to act and support a child who makes a disclosure. Staff will be informed of any changes to current safeguarding issues through staff meetings. Any new governors to the school will automatically be asked to complete training in safeguarding as part of their induction to the role. The St Helens Safeguarding Partnership Board provides an Annual Training Programme and Calendar www.sthelenssafeguarding.org.uk

- h) Notify the local Social Care team if:
There are concerns regarding a child's welfare or safety
It should have to exclude a pupil on a Child Protection Plan or who is involved with social care, either for a fixed term or permanently
There is an unexplained absence of a pupil on a Child Protection Plan or who is involved with social care.
- i) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at initial case conferences, core group meetings and child protection review conferences.
- j) Keep records of concerns about children (noting the date, event and action taken) even when there is no need to refer the matter to Social Care.
- k) Ensure that current records are kept secure and in a locked location. All archived files of children who have left the school will be kept securely and stored for 18 years.
- l) Adhere to the procedures set out by the St. Helens Safeguarding Children Board and their Safeguarding Procedures when an allegation is made against a member of staff. All allegations will be referred to the Local Authority Designated Officer (LADO). Staff, parents, carers and members of the public may make a referral to the LADO.
- m) Employ robust and secure safer recruitment procedures which are always mindful of protecting children from unsuitable people. Relevant staff must be trained in 'Safer Recruitment'
- n) Ensure that all our practice is family centred and puts the voice of the child first.
- o) Seek guidance from the Education Safeguarding Team
- p) Seek guidance from the Governing Body.

5.0 Early Help

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

6.0 Supporting the pupil at risk

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

6.2 Sutton Oak CE Primary recognises that school is a stable and secure environment in the lives of our pupils. Therefore, we strive to create a safe and consistent environment.

6.3 In accordance with Working Together to Safeguard Children 2018, Sutton Oak CE Primary recognises that some children may be considered more vulnerable than others.

These include

- A disabled child and has specific additional needs
- Has special educational needs

- A young carer
- Is showing signs of engaging in anti-social or criminal behavior
- Is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health, domestic violence, and/or
- Is showing early signs of abuse and/or neglect

6.4 The school will endeavor to support the pupil through:

- a) Our prevention procedures
- b) The school's behaviour policy is aimed at supporting all pupils in our school especially those who are identified as being vulnerable. All staff will adopt a consistent approach which focuses on the offence committed by the child but does not damage the pupil's sense of self-worth. Sutton Oak CE Primary recognises that all behaviour is a form of communication and we aim to address any underlying issues through pastoral intervention.
- c) Sutton Oak CE Primary is committed to working with the appropriate agencies that best support our children and their families.
- d) Sutton Oak CE Primary will continue to refer for children who are already open to Social Care and will exercise the St. Helens Local Authority's escalation policy when deemed necessary.

6.5 When any vulnerable pupil leaves our school, all information will be photocopied and transferred to the new school immediately and Social Care would be informed where necessary.

7.0 Safeguarding and Attendance

- The Safeguarding/ Child Protection Policy links directly to the schools Attendance Policy.
- If a child is absent who is deemed to be vulnerable and contact is not made with the school regarding their absence, then a member of the Safeguarding Team may call to the family home to ensure the child's safety.
- If a child is absent who is on a Child Protection Plan and contact is not made with the school regarding their absence, then a member of the Safeguarding Team will inform Children's Social Care.
- When a child is continually missing education, Sutton Oak CE Primary will follow Local Authority procedures and will work with the appropriate agencies, including Education Welfare.
- Sutton Oak CE Primary will always strive to put the correct interventions into place to ensure that Persistent Absentees improve their attendance.
- If a pupil goes missing from the school site during the school day, the parent or carer and the Police will be informed immediately; it may also be appropriate to notify Children's Social Care.

8.0 Parents

Sutton Oak CE Primary School recognises the need to keep parents informed of Safeguarding Policies and Procedures. The school Safeguarding Policy is shared with all parents. The Pastoral Team provide parents with the opportunity to seek clarification in procedures, be made aware of support groups available and discuss the shared responsibility for safeguarding children at our school.

9. Professional Confidentiality

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

Confidentiality is respected through:

- The storage of child protection records in a secure, fire-proof lockable cabinet in the Head Teacher's office.
- Ensuring information exchanged between professionals in school/ other agencies is kept between those directly involved with the child / family
- Ensuring that if a child transfers school, confidential records will be passed on. In the event of the new school not being known, child protection case conference records will be returned to the Children's Safeguarding Unit in St Helens
- It must be remembered however that the child's welfare is paramount and takes precedence over all other considerations. If a child is deemed to be at risk of significant harm, then referrals to Children's Social care must be made.
- In the case of disclosure of abuse, staff are advised never to promise a child that they will keep it a secret as this may well inhibit action being taken which would be in the child's best interest.
- Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, must always however, have regard to both common and statute law.
- Normally, personal information should only be disclosed to third parties with the consent of the subject of that information (in accordance with GDPR guidelines).
- Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

10. Records and Monitoring

- Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- Any concerns are logged on CPOMS ([see Appendix 2](#))
- Safeguarding/ Child Protection concerns are immediately communicated to Mr. Williams or Mrs. Bradshaw. It is logged on CPOMS.
- Referrals are made directly to the contact centre.
- The secure, fire-proof cabinet is locked and only the Head Teacher, Pastoral Leader and Assistant Heads are aware of the location of the key.

- Any staff member working with or alongside a child may record an incident on CPOMS and inform the DSPs.
- When there is a sufficient concern, evidenced on CPOMS, a referral may be made.
- If a child transfers or leaves school, the school should seek to engage with an identified member of staff, with whom concerns may be shared. Child Protection information must be copied and sent under separate cover to new school whilst the child is still under 18.
- Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority. A notification form should be forwarded to the Safeguarding Children Unit.

11. Single Central Record

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

The record is in tabular form and includes

- Names and addresses and dates of birth and identification evidence
- Evidence that all teachers have been checked against list 99
- Evidence that all staff employed since March 2002, have been DBS checked
- Evidence that supply teachers who work at the school regularly have been DBS checked.
- Evidence that Governors have been DBS checked.
- The date checks were carried out
- Evidence that all teachers have qualified teacher status
- Evidence of permission to work for those who are not nationals of a European Economic Area

12 ATTENDANCE AT CHILD PROTECTION MEETINGS

- Case conferences are important meetings when professionals meet to share information formally. Professionals engaged with the family are invited as are the family. The chair of conference extends an invitation to conference to the school. The DSP, Deputy DSP or a member of the Safeguarding Team, would attend this meeting and would provide a written report detailing their:
 - Involvement with the child and family
 - Knowledge of the child's development needs
 - Assessment of the capability of the parents to meet the needs of their child within their family and environmental context.

All reports should distinguish between fact, observation, allegation and opinion. When information is provided from another source it should be made clear.

All reports are presented at Conference. If there is to be any delay, the lead social worker should be contacted and made aware as soon as possible.

Where meetings are being held to make decisions about more than one child in a family there should be a report prepared on each child.

13 Online Safety

Sutton Oak CE Primary school will ensure that appropriate filters are applied by St Helens Council to our ICT equipment, safeguarding our children from potentially harmful and inappropriate online material, These filters will be monitored closely however to ensure that “overblocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The governing body will ensure that children are taught about safeguarding including online safety and that this is part of a broad and balanced curriculum.

Named staff/personnel with designated responsibility for Safeguarding Academic Year: 2023/24

Head teacher: Mr. Iwan Williams

Pastoral/Safeguarding Lead : Mrs. Amanda Bradshaw

Nominated Governor: Mrs. Mavis Hyland

Review date for this Policy: September 2024

Revised and adopted by the Governing Body: October 2023

Signed: *Alice Edgerton*

Appendix 1 – Categories and Definitions of Abuse

Physical Abuse

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

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

Emotional Abuse

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

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

Neglect

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

- Adequate food clothing or shelter (including exclusion from home and abandonment).
- Protection from physical and emotional harm and danger.
- Ensure adequate supervision.
- Access to appropriate medical care or treatment.
- Meeting the child's basic emotional needs.

Sexual Abuse

Sexual abuse is forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. This includes:

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

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

Key Points:

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

Reasons for this cultural practice include:

- Cultural identity – an initiation into womanhood.
- Gender identity – moving from a girl to a woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – uncut women are regarded as unclean.

Risk Factors include:

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

High Risk Time

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

Although it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long periods of absence with symptoms of FGM, advice should be sought from the police or social services. It is a mandatory reporting duty under section 5B of the Female Genital Mutilation Act 2003 (as inserted section 74 of the Serious Crime Act 2015) there is a statutory duty upon school staff to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out on a girl under 18.

Post FGM symptoms include:

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Reluctant to undergo normal medical examinations
- Asking for help but may not be explicit about the problem due to embarrassment or fear.
- Longer term problems include:
 - Difficulties urinating or incontinence
 - Frequent or chronic vaginal, pelvic or urinary infections
 - Menstrual problems
 - Kidney damage and possible failure
 - Cysts and abscesses
 - Pain when having sex
 - Infertility
 - Complications during pregnancy and childbirth
 - Emotional and mental health problems

Forced Marriage

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

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

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

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

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

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

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

Forced Marriage is an offence and if this is happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child or young person is being forced to marry then you must share your concerns with the **Designated Senior Lead (DSL) Mr Iwan Williams or Deputy Safeguarding Lead Amanda Bradshaw** who will make appropriate contact with Children's Social Care or the Police.

The Forced Marriage unit can be contacted for advice and help in making the referral. Telephone 020 7008 0151

Radicalisation and Extremism

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

Extremism is defined by the Government in the Prevent Strategy (2010) 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 hatred which might lead to inter-community violence in the UK

Indicators of vulnerability include:

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

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

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

The PREVENT single point of contact (SPOC) in school is the Designated Senior Lead Iwan Williams.

Child Sexual Exploitation

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

Warning Signs and Symptoms of Child Sexual Exploitation

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

How do we manage suspected cases of Child Sexual Exploitation?

Sutton Oak CE Primary will respond to suspected cases of Child Sexual Exploitation in relation to St.Helens safeguarding procedures.

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

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

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

Private Fostering

Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult. A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). Private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.

Examples of private fostering could include:

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

Education and other professionals have a duty to notify the Local Authority and Children's social care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer. Private Foster carers also have a responsibility to notify the Local Authority.

If a member of staff or any individual believes that a child is being privately fostered, they should contact Children's Social Care or inform the Designate Senior Lead who will make the referral.



Sutton Oak C E Primary School

CPOM's USER GUIDE

All members of staff are required to follow this procedure as part of our Safeguarding and Behaviour policies
September 2023

Believe, Achieve and Grow Together

At Sutton Oak C E Primary School, all of our concerns are reported on CPOMS. All staff will be trained in how to do this. Good reporting is done using professional language and from an objective viewpoint. Report by clicking and writing in the incident box. If you action/ sanction any incident (e.g. behaviour), you also need to write this in the incident box.

Incident

Categories

☐ Attendance

☐ Behaviour

☐ Bullying

☐ Care Plan

☐ Child contact

☐ Child in Need

☐ Child Protection

☐ Contact with Social Worker

☐ Court

☐ Disabled

☐ Early Help (previously CAF)

☐ Exclusion - Fixed Term

☐ Hate Incident based on

☐ Home Issues

☐ LAC

☐ Medical Issues

☐ Mobility/Transition

☐ Parental Contact

☐ Pastoral Care Concern

☐ PEP

☐ Punctuality

☐ Refugee

☐ Safeguarding

☐ SEN

When you have written in the incident box, you need to click on one or more categories. Some of these categories have sub categories. For example, if you click on behaviour, subcategories will open below. These are based on the level of Safeguarding.

Categories

☐ Attendance

☒ Behaviour

☐ Bullying

☐ Care Plan

☐ Child contact

☐ Child in Need

☐ Child Protection

☐ Contact with Social Worker

☐ Court

☐ Disabled

☐ Early Help (previously CAF)

☐ Exclusion - Fixed Term

☐ Hate Incident based on

☐ Home Issues

☐ LAC

☐ Medical Issues

☐ Mobility/Transition

☐ Parental Contact

☐ Pastoral Care Concern

☐ PEP

☐ Punctuality

☐ Refugee

☐ Safeguarding

☐ SEN

Behaviour Subcategories

☐ absconding area/ class/ building/ grounds

☐ Friendship issues

☐ misuse of equipment

☐ other

☐ physically aggressive

☐ refusal

☐ Team Teach Incident

☐ verbal low level disruption

☐ verbally aggressive

This has been done so that the Designated Safeguarding Leads (DSLs) can analyse/ present information quickly. These categories & sub categories are explained further later.

Once the above steps have been completed, you can link other children by starting to type their name in the box shown below. As you type, a drop down box will appear and you will be able to click on the correct name. This enables you to write an incident once and for it to be shared into the records of other children who were involved. This saves writing the same incident more than once.

There is also a body map which can be seen if you click on the arrow at the right of the box. This shows a front and back view of a child's outline. If a child has an injury or mark, you can indicate where by clicking in the appropriate place on the body map. If you do this incorrectly, you can correct it.

Linked student(s)

Type a student's name to link them to this incident.

Body map

Date/Time

Wed 23 August 2017

6:23PM

Files

Click to browse or drag a file to upload

Dates and times are really important. CPOMS will automatically show the date and time at the point you are reporting. Change this by clicking in the time box and typing the correct time. You will change the date less frequently as we write reports on the same day as they happen. NB: **DO NOT** press enter on your keyboard when you change the date/ time as this will add your incident before you have completed the next stage.

If you want to upload a file to accompany this report, e.g. a letter or note. This can be done through clicking on the 'click to browse or drag a file to upload.'

The next step is to alert (tag) the relevant staff. The Safeguarding Team and Designated Leads will automatically be notified on some of the categories, please check that the relevant staff appear on the list. To add further staff members, start to type their name in the box. The box will drop down to show names and the correct one can be selected. You can notify more than one person.

Alert Staff Members

Begin typing a staff member's name

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Who should I alert?

Agency Involved [Select Agencies](#)

Add to planner ☐

Add Incident

When you have done this, click the 'Add Incident' icon. Once you have

done this, you will not be able to access it again.

Sometimes an incident will need an action by the Safeguarding Team or Designated Leads and they will add the action onto your report. You will only see this action, if you are tagged in it. If you do not see an action, it does not mean that one has not taken place. Where appropriate you will be tagged in any action (undertaken by someone else) to your report. If you ever have any query about an action- **always ask one of the Safeguarding Team or Designated Leads.**

Categories

Below are the main categories that reports will be tagged as (CPOMS refers to them as 'parent categories'). When you click on some of the 'parent categories', sub categories will be shown below.

Categories

☐ Attainment Levels ☐ Attendance ☐ Behaviour ☐ Bullying/Friendship Issues ☐ Cause for Concern ☐ Child Contact ☐ Child Protection ☐ Communication ☐ Contact with External Agency ☐ Hate Crime ☐ Interventions ☐ Looked After Children ☐ Medical ☐ Parental Contact ☒ Reflections

☐ Safeguarding ☐ SEN

Reflections Subcategories

☐ Arguing ☐ Bad Language ☐ Bullying ☐ Class Disruption ☐ Discrimination ☐ Disrespect ☐ Physical Assault ☐ School Rules ☐ Vandalise/Damage School Property

Reflections should be reported under their own category. There is a sub category that itemises the rules that have been broken.

If you feel that none of the categories / sub categories fit your incident then please e-mail Amanda Bradshaw to rectify this.

There have recently been new categories /sub categories added; always check to ensure your incident 'best fits' the category you have selected.

New category added;

Hate Crime	Edit	Delete/Disable
— Disability	Edit	Delete/Disable
— Homophobic Incident	Edit	Delete/Disable
— Racist Incident	Edit	Delete/Disable

Something is a hate incident if the victim or anyone else thinks it was motivated by hostility or prejudice based on one of the following things:

- disability
- race
- religion
- transgender identity (we would record this as LGBT)
- sexual orientation (we would record this as LGBT)

This is not an exhaustive list, but these are the categories that the Police use. We know that hate incidents can be targeted because someone looks different (e.g. Goths/ Emo/ Punk). At present, record this as '**other**' sub category and give an explanation.

This means that if you believe something is a hate incident it should be recorded as such on your incident.

This is for reporting about SEN concerns;

SEN
— Assessment
— SEN Concern
— SEN Intervention

This can be tagged if you have an initial concern or the child may not necessarily be identified as SEN on the inclusion register. This is an early part of our graduated response.

Safeguarding;

Child Contact
— Disclosure
— Information Shared
— MY Views
— Voice of the child

Disclosures from children must be reported verbally, straight away to one of the DSLs. If you are on your own in class at the time, a RUSH card must be sent to the nearest adult and you must ask them to get you a member of the Safeguarding Team / DSL quickly. If a child is at risk of harm or you suspect a child is at risk of harm, it needs acting upon quickly. You must then follow this up by recording it on CPOMS later, unless advised to do differently.

If unsure, seek a member of the Safeguarding Team / DSL immediately for advice. Reporting does not get anyone into trouble- not reporting does.

**PLEASE BE AWARE THAT WE HAVE SAFEGUARDING INFORMATION IN THE STAFFROOM AND
AROUND SCHOOL**

CPOMS is very straight forward reporting and we use it for many reasons.

- Not only does it enable us to share information, but it is a record that we have shared and acted upon information.
- It is every staff member's responsibility to record their own information. This enables school to make certain accurate information is documented.
- CPOMS has been used in school for a year now and staff who are not new to school and do not know how to use it - please ask for help if unsure.
- CPOMS allows DSLs to report quickly on safeguarding issues and Senior leadership to report on other issues.
- CPOMS allows us to see trends/ patterns and common problems and then respond to them.
- Categories have been added and are more specific this year, requiring us to understand and use correct terminology.