



Child Protection and Safeguarding Policy

Lote Tree Primary School

September 2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of the Lord, the Most Merciful, the Most Beneficent

"Those who are faithfully true to their amanah (all the duties which God has ordained, honesty, moral responsibility and trusts, etc.) and to their covenants...these indeed are the inheritors. Who shall inherit Paradise. And dwell therein forever" (Quran 23:8, 23:10-11)

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Head Teacher/Principal: Mariam Ashique

Designated Safeguarding Lead: Mariam Ashique

Deputy Designated Safeguarding Lead: Zubeda Khan Deputy Head

Named Governor for Safeguarding: Mohammed Azeem

Chair of Governors: Mohammed Suleman Bhayat

Vice Chair of Governors: (Name and contact details)

Local Authority designated officer: Mark Goddard

Telephone number: 0247 697 8499

Designated Lead for Looked After and Previously Looked-After Children: Zubeda Khan

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1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2020)** as:

- protecting children from maltreatment;
- preventing impairment of children's **mental** health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

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

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of **Lote Tree Primary** .

2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate **Lote Tree Primary** 's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to **Lote Tree Primary** 's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;

- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 *Lote Tree Primary* is committed to the following principles:

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of *Lote Tree Primary*, in line with Keeping Children Safe in Education (**September 2020**) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- **support children's mental health and wellbeing;**
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Lote Tree Primary understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (2020) **Insert hyperlink when final version is published in September**
- Working Together to Safeguard Children (June 2018)*
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 An addendum to this policy outlining safeguarding arrangements during the Covid-19 emergency period can be found on Lote Tree Primary website.

2.7 Keeping Children Safe in Education remains in force throughout the Covid-19 emergency period. In addition, we have regard to non-statutory interim guidance on safeguarding schools, colleges and other providers during the coronavirus outbreak. We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during this time.

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (**September 2020**).

2.7 This policy should be read in conjunction with the following policies:

behaviour policy, attendance policy, anti-bullying, Prevent policy, online safety, attendance. Links to these policies can be found in Appendix A.

2.8 Scope

2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of **Lote Tree Primary**. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.8.2 Rather than duplicating content from Keeping Children Safe in Education (**September 2020**) in this policy, it should be understood that **Lote Tree Primary** will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

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3.1 The Role of the Governing Body and/or Proprietors

3.1.1 Lote Tree Primary has a Governing Body lead to take leadership responsibility for safeguarding. This role is carried out by Mohammed Azeem Part 2 of Keeping Children Safe in Education (September 2020) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in Lote Tree Primary are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that Lote Tree Primary takes into account local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the three safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure that Lote Tree Primary has an effective child protection policy, that it is published on Lote Tree Primary website or available by other means and review this annually;
- Ensure that Lote Tree Primary has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction;
- Consider a whole-school approach to online safety, including the use of mobile technology in school;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety. See section 12 of this policy for further information;
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the headteacher.

3.2 The Role of the Headteacher

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;

- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; Zubeda Khan who is DDSL
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Ensure that Lote Tree Primary works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care (from the host local authority or placing authority) have access to Lote Tree Primary to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2020).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 *The Designated Safeguarding Lead for Lote Tree Primary School is Mariam Ashique.* The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in *Lote Tree Primary* ;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.

- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Lote Tree Primary with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed¹;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (**September 2020**);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves *Lote Tree Primary*;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and Lote Tree Primary leadership team;
- Promote a 'culture of safeguarding', in which every member of *Lote Tree Primary* community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in *Lote Tree Primary*; and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2020).

3.4 The Role & Responsibilities of all Staff within School

¹ The school will have regard to 'When to call the police' guidance from the National Police Chief's Council.

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in *Lote Tree Primary* ;

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; Lote Tree Primary behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in *Lote Tree Primary* that support safeguarding and child protection;
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2020) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 Lote Tree Primary is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

3.5.2 Lote Tree Primary will work with social care, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help (insert details here).

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, Lote Tree Primary is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such

Type of abuse	Information
	<p>person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p> <p>Further information about Child Sexual Exploitation can be found in paragraph 28 of Keeping Children Safe in Education 2020.</p>
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 *Lote Tree Primary* recognises that any child can be the victim of abuse and may benefit from early help. However, *Lote Tree Primary* will be particularly vigilant to potential need for early help if a child;

- is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

4.7 *Lote Tree Primary* recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if *Lote Tree Primary* believes that a child is at risk of or is the victim of;

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- child criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- radicalisation;

² Taken from paragraph 18, [Keeping Children Safe in Education \(September 2020\)](#)

- relationship abuse;
- serious violence;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- So-called 'honour-based' **abuse**;
- trafficking and modern slavery.

4.8 **Lote Tree Primary** will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2020) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- **Children who need a social worker.**

4.10 Child potentially at greater risk of harm

4.10.1 Lote Tree Primary recognises that some children need a social worker due to abuse, neglect or family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.10.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in Lote Tree Primary .

4.10.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.11 Mental Health

4.11.1 Lote Tree Primary recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.11.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.11.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.11.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one.

There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should inform Zubeda Khan who is The Mental Health Lead and has received the appropriate Mental Health training.

4.11.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.11.6 Zubea Khan, DDSL, is also the designated Mental Heath Lead. Zubeda Khan has completed her mental health training via RISE.

4.11.7 Further information, guidance and advice regarding mental health can be found in paragraph 38 of Keeping Children Safe in Education 2020.

4.12 *Lote Tree Primary* have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.13 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on **Lote Tree Primary 's** Prevent duty.

4.14 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.15 See Appendix B for further information and guidance on the above issues.³

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Social Care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately:

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;

³ Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made.

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if **Lote Tree Primary** is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but Lote Tree Primary believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by **Lote Tree Primary** to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.6 See **page 19** for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2020**).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁴

5.8 **Lote Tree Primary** understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. Lote Tree Primary recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 All members of staff will be made aware of Lote Tree Primary's policy and procedures with regards to peer on peer abuse. Lote Tree Primary will ensure staff understand what is meant by peer on peer abuse and Lote Tree Primary policy on peer on peer abuse by annual refresher training and also regular updates. All staff also complete the Peer on Peer level 2 training on educare.

5.8.2 Lote Tree Primary will work to prevent peer on peer abuse by having staff awareness and quiz updates and ensuring all staff complete their training.

5.8.3 In the event that an allegation of peer on peer abuse is made, Lote Tree Primary will investigate this. The named DSL at Lote Tree Primary will carry out any investigation. All recordkeeping will be carried out.

5.8.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by receiving the appropriate help.

5.8.5 **Lote Tree Primary** will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

5.8.6 At Lote Tree Primary staff will receive training about peer on peer abuse. Primary children's understanding of what is happening may affect how they seek help. Children may also be affected by the ability to express themselves and consideration of language barriers need to be taken into account. Teachers will need to be vigilant and be aware that a child may be upset by something

⁴ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

5.8.7 *Lote Tree Primary* will adhere to guidance set out in *Keeping Children Safe in Education (2020)* and *Sexual Violence and Sexual Harassment in Schools (May 2018)* when responding to incidents of peer on peer abuse.

5.8.8 All staff will be made aware that 'upskirting' is a criminal offence.

5.9 Youth Produced Sexual Imagery ('sexting')

5.9.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 *Lote Tree Primary* has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online.

All staff must complete the Educare Level 2 Online safety training. See also separate Online Policy

5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.7 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.9 Serious Violence

5.9.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime.

5.9.2 All staff will be made aware of the risks associated with serious violence, criminal networks and gangs and understand the measures in place to prevent these.

5.9.3 All staff will have an awareness of Child Criminal Exploitation and behaviours linked to Child Criminal Exploitation. Further information about Child Criminal Exploitation can be found in paragraph 28 of Keeping Children Safe in Education (2020).

5.10 Searching, Screening and Confiscation

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in *Lote Tree Primary* .

5.10.2 *Lote Tree Primary* adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

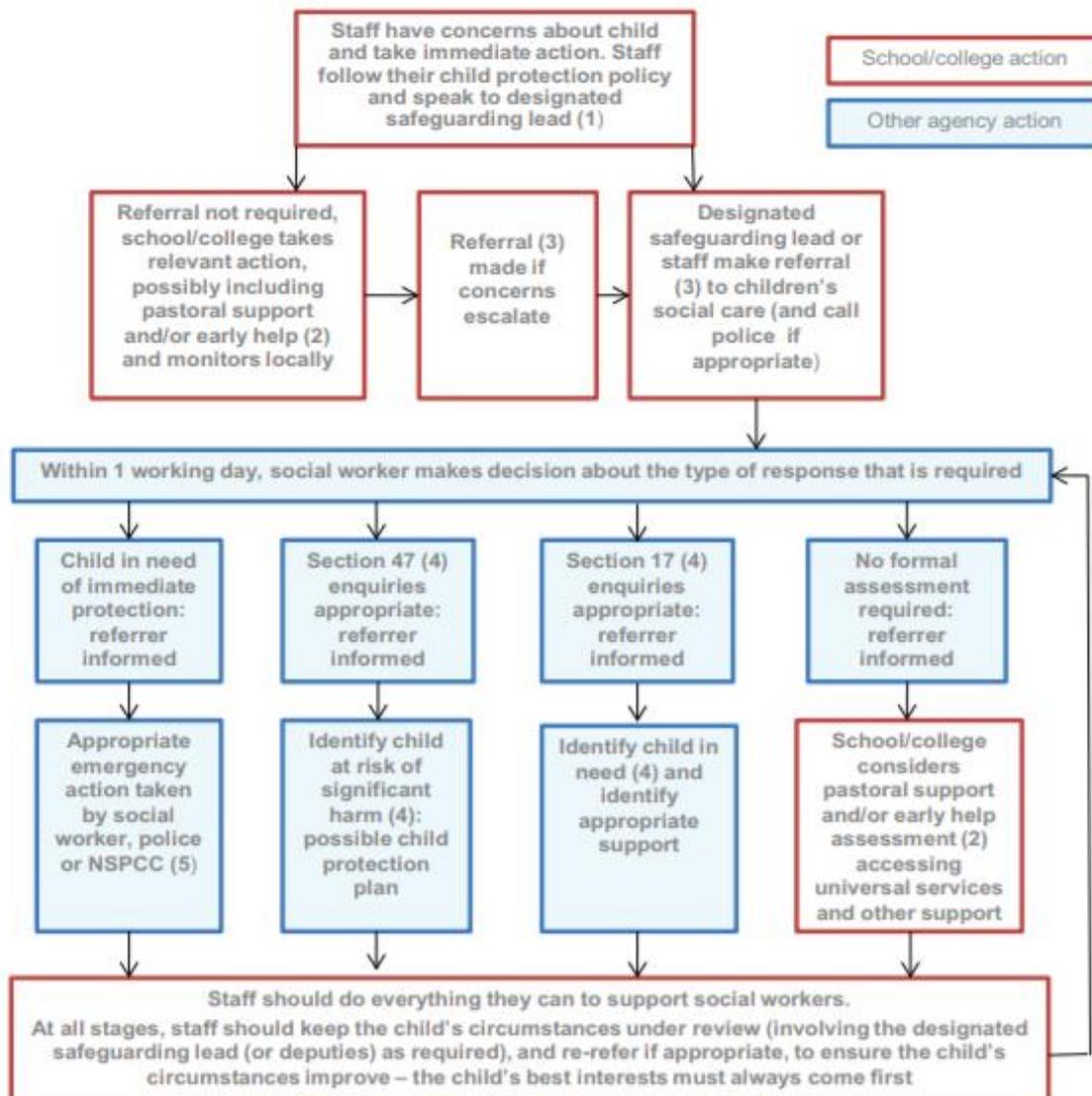
5.10.3 *Please see searching, screening and confiscation policy*

5.11 Extra-Familial Harm

5.11.1 *Lote Tree Primary* recognises that safeguarding incidents can be associated with factors outside *Lote Tree Primary* and may take place outside of school. We also recognise that safeguarding incidents or behaviours can occur between children outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.11.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside *Lote Tree Primary* and/or can occur between children outside these environments.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

5.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. Lote Tree Primary will follow up referrals if we do not receive feedback from social care.

MASH Telephone number: 02476 788 555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222-

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to

CTU_GATEWAY@west-midlands.pnn.police.uk

5.12 If a child's situation does not appear to be improving following a referral, Lote Tree Primary may re-refer the child. We will also consider using the **Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy** to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 **Lote Tree Primary** keeps all safeguarding files separate to the main pupil school file.

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.5 Lote Tree Primary will seek at least three emergency contacts for every child.

6.6 All data processed by **Lote Tree Primary** is done so in line with the **General Data Protection Guidelines and the Data Protection Act (2018)**. Please see the following policies for additional information;

(data policy, privacy notice,)

6.7 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part Two of Keeping Children Safe in Education (September 2020).

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins *Lote Tree Primary* .

7.2 Parents can withdraw consent at any time and must notify *Lote Tree Primary* if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

8 Early Help

8.1 *Lote Tree Primary* is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. *Lote Tree Primary* works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Named Early Help Assessment Coordinator (EHAC):

Jupinder Kooner
Early Help Assessment Coordinator
The Moat Family Hub
Deedmore Road
Coventry
CV2 1EQ

Tel: 02476 785621

8.2 *Lote Tree Primary* works within the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, *Lote Tree Primary* has committed to training staff throughout the academic year. All staff members will be made aware of *Lote Tree Primary* 's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (**September 2020**)
- School procedures for Children Missing Education
- Lote Tree Primary Behaviour Policy

9.2 Staff at *Lote Tree Primary* will;

Complete Level 2 in Child Protection training, Online safety, Prevent, mental Health Training, FGM, Bullying and Peer on Peer abuse. Staff also receive updates from the termly DSL briefings, e-bulletins. Weekly updates, governor and volunteer training.

9.3 **Lote Tree Primary** recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancy and 'sexting'⁵. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

10 Safer Recruitment

10.1 *Lote Tree Primary* is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. *Lote Tree Primary* reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

⁵ Also known as 'youth produced sexual imagery'.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to Lote Tree Primary who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at *Lote Tree Primary* comply with Keeping Children Safe in Education (**September 2020**). See Part 3 of Keeping Children Safe in Education (**September 2020**) for further information.

10.8 See Safer Recruitment policy for further details.

11 Allegations of abuse against staff

11.1 *Lote Tree Primary* takes all **safeguarding concerns and/or allegations** against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (**September 2020**) and the CSCP Guidance, '**Allegations Against Staff and Volunteers**'.

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates they may not be suitable to work with children;
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children. (Final point is a new addition - ensure that related policies are up to date with this).

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the *Chair of Governors Mohammed Suleman Bhayat* without delay.

11.3 If a concern or allegation of abuse arises against any member of staff, supply teacher or volunteer other than the Headteacher, it must be reported to the Headteacher without delay. This includes supply staff, volunteers and all staff outlined in paragraph 1.5 of this policy.

11.4 **Concerns or** allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the **concern or** allegation meets the threshold for Designated Officer intervention. The details of the LAdo can be found in the front of this policy.

11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.7 If a child has suffered **or may have suffered** abuse or harm, a MASH referral will also be made.

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to **Lote Tree Primary** in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.10 Supply Teachers

11.10.1 Although Lote Tree Primary does not directly employ supply teachers, Lote Tree Primary will ensure that any concerns or allegations against supply teachers are handled properly.

11.10.2 Lote Tree Primary will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

11.10.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.10.4 Lote Tree Primary will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies.

11.9 Whistleblowing

11.9.1 **Lote Tree Primary** operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or **Lote Tree Primary's** safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 **Lote Tree Primary** recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Lote Tree Primary will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, Lote Tree Primary will cover relevant

issues in line with government guidance on **Relationships Education, Relationships and Sex Education and Health Education**.

12.3 Children at *Lote Tree Primary* will receive the following as part of our promotion of safeguarding across the curriculum:

Safeguarding is embedded within the curriculum with cross curricular links across subjects. It is delivered as a Spiral curriculum, E-safety is taught to each year group as part of the ICT curriculum and is also covered through the revised PSHE and Citizenship curriculums. Internet safety awareness days and workshops are held at different points in the year. Awareness is also raised through Anti-Bullying week. Parents workshops are also held. We also have regular updates in newsletters and awareness and reminders during assemblies. We also have E-Safety Ambassadors in each class.

12.4 Education at home

Lote Tree Primary continues to operate under this policy and KCSIE and WTTSC when children are learning at home or at school.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. *Lote Tree Primary* recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Zubeda Khan

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 *Lote Tree Primary* will work with Personal Advisors when children leave care (where applicable).

13.4 *Lote Tree Primary* is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs

14.1 As outlined in **Keeping Children Safe in Education (2020)**, *Lote Tree Primary* is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.⁶

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

4.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary. Please also see detail in separate Use of Reasonable Force Policy

16 Work Experience

Any students on work experience will be required to have an enhanced DBS check unless they are school students, in which case they will not be left unaccompanied with children.

We will ensure that volunteers and visitors working in 'regulated activity' have appropriate DBS clearance and are identified on our Single Central Record.

All visitors to school must wear a Visitors lanyard. All visitors are given the safeguarding information sheet. All staff and children are instructed to direct all visitors without a lanyard to the school office.

Regular volunteers/visitors undergo an induction, including safeguarding.

Irregular volunteers, such as parents accompanying school visits, are given a guidance sheet which includes safeguarding information.

Volunteers and visitors who do not have a DBS disclosure will not have unsupervised access to children.

⁶ Keeping Children Safe in Education, September 2020

All visiting staff will be expected to show photo ID, sign in and wear a visitor's badge.

All other visitors to our school will be accompanied at all times by members of staff.

17 Child Sexual Exploitation

As a school we take this issue very seriously and have a named staff member who is CEOP trained to lead on the training for staff, parents and children. We have annual training for staff and hold workshops for both parents and children. For online safety and protection we audit our pupil's usage of the internet and tailor make training to meet their specific needs. We also have a designated awareness programme in place and have access external training for our children on the issue of grooming.

We will use the CSCB screening tool

http://www.coventry.gov.uk/downloads/file/17790/screening_tool

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
-
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations

- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership

18 Forced Marriage

Forced Marriage is a concept that has no place in Islam as the teachings of Islam value the rights of both men and women and their freedom of choice. The institution of marriage is central to a happy relationships. This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. We will never attempt to intervene directly as a school or through a third party.

19 Female Genital Mutilation (FGM)

FGM is born from a misunderstanding of cultural practises which affects and is widespread in some communities. It is illegal in the UK and a form of child abuse. Women and girls who have experienced FGM tell of the devastating life lasting effects of this. It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

There is now a revised legal guidance making it a **mandatory** duty for the teacher who has discovered FGM has taken place to report it personally to the police, the DSL must not to do without good reason.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)

- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

20 Prevent Duty: Extremism and Radicalisation

Please refer to the full policy.

There is no place for extremist views of any kind in Islam. This principles resonates within our school, whether from internal sources - pupils, staff or governors, or external sources - school community, external agencies or individuals extremism has no

place or basis. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this - we have a duty to ensure this happens.

We will use the curriculum and extra-curricular opportunities to help our children develop their understanding about the world around them and how any type of extremism goes against the teachings of Islam.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

21 Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Such vetting is to ensure that we do not use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

22 Children Missing in Education

A child going missing from education is a potential indicator of abuse or neglect. We will follow the school's procedures and liaise with and follow the LA guidance for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Please see the full policy for detail.

Our LA Missing Children Officer is:

**Helen Fox Williams, named Officer for CME. Children & Families First Service,
82 Moseley Avenue,
Coventry,
CV6 1AB.
02476 786879**

23 Domestic abuse

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

It can affect children in many ways as below;

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms Effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Lote Tree Primary is part of **Coventry Operation Encompass** which is a police led information sharing initiative to notify schools when there have been incidents of DV in a family home.

24 Private fostering- LA notification when identified

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

A link to comprehensive guidance on private fostering can be found at Annex A of this guidance.

19 Summary

19.1 Lote Tree Primary is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact Lote Tree Primary School.

Appendix A

Lote Tree Primary 's safeguarding policy is intended to be used in conjunction with the following policies;

Lote Tree Primary adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- Allegations Against Staff or Volunteers (CSCP)
- Allegations Against Members of Staff
- Anti - Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs
- Children Missing in Education Policy
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Equalities Policy
- Managing Professional Disagreements
- Health & Safety Policy
- Online Safety Policy
- Intimate Care Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy Self-harm/Mental Health
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Use of Reasonable Force Policy
- Visitor Management/**External speakers** Policy
- Whistleblowing Policy

Appendix B - Further Safeguarding Information

Types of Abuse

As outlined in **paragraph 4.4**, Lote Tree Primary will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2020)**, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

Lote Tree Primary takes all forms of bullying seriously and will respond immediately and robustly to any reported bullying. Children are fully aware of the process of how the school deals with any forms of bullying. Children know that they can speak to the class teacher, to the DSL or to any trusted member of staff and staff will work to resolve any concerns they have.

We have a whole school approach to Anti-Bullying and teach children about the dangers of bullying through the curriculum. This is done throughout a number of subjects including PSHE, Islamic studies, ICT and various timetabled curriculum events such as Anti-bullying week and E-Safety work. Bullying can take many forms and we have several policies that will cover different aspects of bullying. Please also see the Anti-Bullying Policy, the Behaviour Policy, Lunchtime policy and Procedures and the E- safety Policy *and paragraph 5.8 of this policy for further information.*

Child criminal exploitation (including involvement in county lines)

Staff will receive training and updates on Criminal Exploitation. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and

- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability,

Domestic abuse - *Include Operation Encompass*

Lote Tree Primary is part of **Coventry Operation Encompass** which is a police led information sharing initiative to notify schools when there have been incidents of DV in a family home.

Staff at Lote Tree Primary are aware that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Staff will follow procedures to record and notify the DSL of any concerns.

Please also refer to main section in this policy

It can affect children in many ways as below;

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms Effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Fabricated or induced illness

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause.

It is a relatively rare but potentially lethal form of abuse.

Concerns will be raised when it is considered that the health or development of a child is likely to be significantly impaired or further impaired by the actions of a carer or carers having fabricated or induced illness.

The range of symptoms and body systems involved in the spectrum of fabricated or induced illness are extremely wide.

There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids;
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
- Induction of illness by a variety of means.

The above four methods are not mutually exclusive. -

Faith-based abuse

At Lote Tree Primary we will take seriously any type of faith based abuse. Any such practices that can cause harm to a child or individual are a safeguarding concern and also against the teachings of Islam. Children or staff should report any such concerns as with other safeguarding issues to the DSL who will report to the relevant authorities immediately.

Female genital mutilation (A form of so-called 'honour-based' abuse)

At Lote Tree Primary all staff must complete the Level 2 Safeguarding and the FGM training module as part of their induction. All staff are made aware that teachers are subject to a **statutory duty** to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18.

Female genital mutilation (FGM) is a form of child abuse. It is the name given to a range of procedures involving the partial or total removal of the external female genitalia for

non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

These risk indicators may include:

- pupil talking about getting ready for a special ceremony
- family taking a long trip abroad
- pupil's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- knowledge that the pupil's sibling has undergone FGM
- pupil talks about going abroad to be 'cut' or to prepare for marriage

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Signs that may indicate a pupil has undergone FGM:

- prolonged absence from school and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinary tract infection

Forced marriage (A form of so-called 'honour-based abuse)

A forced marriage is a marriage in which a female or male does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the 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.

School staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England. Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. School staff will never attempt to intervene directly as a school or through a third party.

See main policy

Gangs or youth violence

At Lote Tree Primary staff are made aware of gangs and youth violence within the context of our local area. It will consider that safeguarding should focus on both young people who are vulnerable of making the transition to gang involvement as well as those already involved in gangs. Practitioners will be made aware of particular risks to young people involved in gangs from involving violence and weapons; drugs and sexual exploitation. The safeguarding lead will report to the police and make a MASH referral if required.

Gender-based violence

"no woman should live in fear of violence, and every girl should grow up knowing she is safe, so that she can have the best start in life."(Violence Against Women and Girls) March "2016

At Lote Tree Primary School we believe that the above statement is a basic fundamental for our children to develop to become healthy young people and have healthy relationships as adults. We aim to raise awareness with our staff and through the curriculum. Gender Based violence includes modern slavery, child sexual abuse and exploitation of young girls by gangs. domestic violence, sexual violence and female genital mutilation,

We aim to help young people to understand what a healthy relationship is and to consider what is not acceptable through careful curriculum planning in PSHE, science and Islamic studies.

Hate

At Lote Tree Primary our "Respect" values underpin everything that we do through the curriculum and extra-curricular activities. We promote and follow the teachings of the Prophet (PBH) who has clearly stated that NO person has superiority over another according to race, colour or creed. (The last Sermon) We will tackle any form of racist, prejudiced, homophobic or other such behaviours

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will instigate any referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as

breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV

Radicalisation and Extremism - *Include detail around Prevent Duty, refer to paragraph in main body of policy and outline procedure when there is a concern around Prevent. Include that referrals to Channel will be made where this is a concern.*

At Lote Tree Primary we consider protecting children from the risk of radicalisation as part of our wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services ('specified authorities') to have 'due regard to the need to prevent people from being drawn into terrorism'. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values.

At Lote Tree Primary we recognise the importance of providing a safe space for children to discuss controversial issues and build the resilience and critical thinking skills needed in order to challenge extremist perspectives. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL.

We will then follow normal safeguarding procedures, which may involve contact the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police PREVENT team and Channel programme for any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support

We expect all staff, volunteers, governors, visiting professionals, individuals or agencies to behave in accordance with the school's Staff Code of Conduct Policy. We will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any concerns. Please also see separate Prevent Policy for full details

Relationship abuse

At Lote Tree Primary we take seriously any incidents of gender based violence. Any such incidents should be reported immediately to the safeguarding lead who will report to the police and a MASH referral will be made as necessary. Parents will be notified and perpetrators will be disciplined as appropriate.

Serious Violence

All staff have received training and regular updates about serious violence. Staff are made aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are made aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

Sexual violence or sexual harassment (including peer-on-peer abuse)

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. It can occur online and offline (both physically and verbally). It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will affect their educational attainment. Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims (and alleged perpetrators). We take these incidents seriously and ensure that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police. Further information is available in *Child on child sexual violence and sexual harassment* of DfE guidance "*Keeping children safe in education*".

Sexting

At Lote Tree Primary we will act in accordance with advice endorsed by DfE 'Sexting in schools and colleges: responding to incidents and safeguarding young people 'Sexting in school and colleges' All incidents of youth produced sexual imagery will be dealt with as safeguarding concerns.

If staff become concerned about any issue in relation to a device in the possession of a student (eg, mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice searching, screening and confiscation: advice for headteachers, school staff and governing bodies (DfE February 2014), page 11. Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL Please also See section 12 in policy

Trafficking and modern slavery

'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. 'Exploitation' includes, at a minimum, sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Identification of trafficked children may be difficult as they might not show obvious signs of distress or abuse. Some children are unaware that they have been trafficked, while others may actively participate in hiding that they have been trafficked. Any child transported for exploitative reasons is considered to be a trafficking victim in line with the **Palermo Protocol**, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

As part of Lote Tree admissions procedures diligent checking processes will be undertaken on checking identity documents. As part of the admissions procedure we always contact the previous schools for records.

Children missing from education, home or care

Lote Tree Primary will also take action to protect;

- Children missing education
- Children missing from home or care

Children Missing Education

Children Missing from home or care

Lote Tree Primary will also take action to protect children missing education, Children missing from home or care. A child going missing from education is a potential indicator of abuse or neglect. We will follow the school's procedures, see full and separate policy, and liaise with and follow the LA guidance for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Please see the full policy Children Missing Education Policy for detail.

Please refer to separate CME policy and attendance policy

Private Fostering

Lote Tree Primary have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes - they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with

- strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late
- being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Lote Tree Primary recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.