

Frederick Bremer School



Safeguarding Policy September 2017

Person Responsible	Mr Ben Lyon
Review Frequency	Annually
Policy First Issued	September 2015
Last Reviewed	September 2017
Agreed by LT on	Sept 2017
Does this policy need to be ratified by Governors?	Yes
If yes, which committee	SIP Committee (11 th October 2017) then ratified by full Gobs (8 th November 2017)
Ratified by Governors on	8 th November 2017
This policy is communicated by the following means	School Website, Staff Shared Area and Staff Training



Named Personnel with Designated Responsibility for Safeguarding

Academic Year	Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor	Chair of Governors
2017/18	Mr. Ben Lyon Ms. Stephanie Shaldas* (once DSL training has been completed)	Ms Deborah Davies	Dr Janet Hoskin	Ms Michele Hegarty

Named Personnel with Designated Responsibility Regarding Allegations against Staff

Academic Year	Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
2017/18	Ms Jenny Smith	Mr. Ben Lyon	Ms Michele Hegarty	Dr Janet Hoskin

Dates the Safeguarding Policy is reviewed and Dates of any Safeguarding Audits

Review Date	Changes made/Details of action plan	Due Date	By Whom
July 2011			
January 2012	Changes of names		Emma Hillman
January 2013	Change of names	January 2013	Emma Hillman
September 2013	Annual ratification by Governors, change of names and staff training	Sept 2013	Emma Hillman
September 2014	Annual ratification by Governors, change of names and staff training	October 2014 after approval committee	Emma Hillman
September 2015	Policy reviewed and rewritten after Safeguarding Review July 2015. Annual ratification by Governors, change of names and staff training	September 2015	Emma Hillman
September 2016	Update in line with 'Keeping Children Safe in Education 2016' and change of names.	September 2016	Neil Larkin
September 2017	Change of names, update to training list, 'Peer to Peer Abuse' and 'Young Carers' sections added,		Ben Lyon



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Introduction

Effective child protection is essential as part of wider work to safeguard and promote the welfare of pupils. However, the school and all individuals should aim to proactively safeguard and promote the welfare of pupils so that the need for action to protect pupils from harm is reduced. We are committed to embedding a culture of vigilance in everything we do. Safeguarding is the responsibility of all staff.

Safeguarding is defined as –

- Protecting pupils from maltreatment;
- Preventing impairment of pupil's health or development;
- Ensuring that pupils are growing up in circumstances where they receive safe and effective care; and
- Taking action to enable all pupils to have the best life chances.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific pupils who are suffering, or are likely to suffer, significant harm.

Frederick Bremer School is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All pupils have the right to be protected from harm;
- Pupils need to be safe and to feel safe in school;
- Pupils need support which matches their individual needs, including those who may have experienced abuse;
- All pupils have the right to speak freely and voice their values and beliefs;
- All pupils must be encouraged to respect each other's values and support each other;
- All pupils have the right to be supported to have their emotional, and social needs met as well as their educational needs – a happy healthy sociable child will achieve better educationally;
- Our school can and does contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviour, discriminatory views and risk taking behavior.
- All staff and visitors have a responsibility to abide by the Summary of Guidance for Safer Working Practice (**Appendix 1**).
- Any allegations made against staff will be taken seriously and investigated thoroughly and fairly.
- All staff will be aware of the early help support available in school and help to identify pupils who might benefit from this support.

Frederick Bremer School will fulfil their local and national responsibilities and have due regard to the following documents:-

- **Mental Health & Behaviour in Schools (2016)**
- **Behaviour and Discipline in Schools (2016)**
- **DfE 'Keeping Children Safe in Education 2016', September 2016**
- **DfE 'Keeping Children Safe in Education', July 2015**
- **DfE 'Protecting pupil from radicalisation: the prevent duty', July 2015**
- **DfE 'Keeping Pupil Safe in Education', March 2015**
- **DfE 'Working Together to Safeguard Pupil', March 2015**

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- Home Office ‘The Prevent Duty’, March 2015
- Ofsted ‘Inspecting safeguarding in maintained schools and academies’, April 2015
- Ofsted ‘Inspecting safeguarding in early years, education and skills settings’ (Draft for September 2015) – issued June 2015.
- DfE ‘Promoting fundamental British values as part of SMSC in schools’ November 2014
- Competence Still Matters: Safeguarding training for all employees and volunteers LSCB 2014
- Ofsted ‘Safeguarding in Schools: Best Practice’, September 2011
- The Pupil Act 1989, 2004
- The Education Act 2002 s175 / s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)

Overall Aims

This policy will contribute to safeguarding our pupils and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the common contributing factors of abuse;
- Developing staff’s awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils’ face of being exposed to violence, extremism, exploitation, or victimisation.

This policy will contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum;
- Implementing safeguarding policies and procedures; and
- Working in partnership with pupils/pupils, parents and agencies.
- Directing concerns about pupils in specific circumstances e.g. pupils at risk from being drawn into extremism to relevant government guidance.

Key principles

These are the key principles of this policy:

- Always see the child first
- Never do nothing

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- Do with, not to, others
- Do the simple things better
- Have conversations, build relationships.

In addition we have identified the following key safeguarding messages:

- Every child is entitled to a rich and rounded curriculum.
- Schools operate with public money: this should be spent wisely, targeting resources on the evidenced needs of pupil at school now. Assurance and audit are important aspects of this.
- Governance is corporate and decisions are collective, but individual governors can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, Head teachers should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual pupils. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of pupils, providing first aid, school security, drugs and substance misuse, positive behavior and controversial issues. There may also be other safeguarding issues that are specific to the local area or population.

Bullying

While bullying between pupils is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, it can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the (CPSHE) curriculum and assemblies. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSL will consider implementing safeguarding procedures.

E-Safety

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some individuals will use these technologies to harm pupils. The harm might range from sending hurtful or abusive texts and emails, to enticing pupil to engage in sexually harmful conversations, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their pupil safe when using social media.



The school has an e-safety policy that is known to all staff and pupils.

Photography and Images

The vast majority of people who take or view photographs or videos of pupils do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse pupils through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (e.g. on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them

Pupil Missing from School and Education

Truancy Call is used to alert parents/carers of an absent pupil on a daily basis. When a response is not received by 11am, cases are referred to the Home School Workers to follow up and investigate further.

The school follows the Safeguarding Pupil Practice Guidance; Pupil Missing from School from the London Child Protection Procedures and will refer all cases of concern to the Education Welfare Officer (EWO) and Pupil's Social Care. Waltham Forest issues a Pupil Missing from education checklist that the school follows. (**Appendix 2**)

Where parents inform our school that they wish to 'home educate' their child, our school will inform the EWO or Education Welfare Service (EWS), who will implement the "Elective Home Education" procedure.

In Waltham Forest, the Social Inclusion Service within Education is responsible for the delivery of CME (Pupil Missing from Education) duties defined by the Education Act Amendments.

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding arrangements are in place.



Key processes

All staff should be aware of the guidance issued by the **Waltham Forest Safeguarding Children Board** (WFSCB) which works to ensure that all local pupils' agencies within Waltham Forest work together for the safety and well-being of pupil and young people.

Expectations

All staff and visitors will:

- Be familiar with this Safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of any appropriate plans such as integrated support plans, Personal Education Plans, Child in Need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See **Appendix 4** for current definitions and indicators);
- Record concerns using Child Protection Online Monitoring System (CPOMS) which will be directed to the Designated Safeguarding Lead Ben Lyon or in his absence Deborah Davies;
- Deal with a disclosure of abuse or concerns from a child in line with the guidance in **Appendix 5**.

All staff will receive training at least once every year. Key staff (at least the Headteacher, Designated and Deputy Designated Safeguarding Lead) will undertake appropriate specialist training as agreed with the Governing Body and this will be updated every year. To ensure we have the strongest possible team, there are usually at least two other staff members also with up to date training (see Training List in **Appendix 6**)



The Designated Safeguarding Lead

Our Designated Safeguarding Lead on the senior leadership team is Ben Lyon. He has lead responsibility and management oversight and accountability for Safeguarding and, with the Head Teacher, will be responsible for coordinating all Safeguarding activity.

The Designated and Deputy Safeguarding Lead will meet weekly with the Headteacher to discuss safeguarding issues including:

1. LAC
2. CIN/CP
3. Medical issues
4. SEMH
5. Persistent Absence
6. Police reports
7. Substance abuse
8. Local and national issues such as FGM, extremism, CSE

These meetings must be evidenced by minutes and/or on CPOMS. Other key staff will be invited as appropriate.

When the school has concerns about a child, the Designated Safeguarding Lead and/or Deputy Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher via CPOMS.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated or Deputy Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A CPOMS record will be made of what information has been shared with whom, and when.

Child protection records will all be kept on CPOMS. Access to this information is restricted to the Headteacher, Designated and Deputy designated safeguarding Lead.

Parents will be aware of information held on their pupil and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

Do Not Disclose To A Parent Any Information Held On A Child If This Would Put The Child At Risk Of Significant Harm.

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

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Records can be passed via CPOMS to schools/institutions that also use this system. If sending by post, pupil records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil’s wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and CPOMS information.

The Governing Body

The Governing Body are the accountable body for ensuring the safety of the school. The Governing Body will ensure that:

- The school has a safeguarding policy in accordance with local and national statutory guidance.
- The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school’s leadership team acts as a Designated Safeguarding Lead;
- The Headteacher, Designated and Deputy Safeguarding Lead attends appropriate refresher training every two years with an update annually;
- Other relevant staff receive the above training to strengthen the school team;
- All other staff have annual safeguarding training
- Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

The governing body reviews its policies/procedures annually.

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The Nominated Governor for Safeguarding at the school is Dr Janet Hoskin. The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils. The Nominated Governor will liaise with the Head Teacher and the Designated Safeguarding Lead to produce an annual report for governors and the local authority as appropriate. The Chair of Governors is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

A Safer School Culture

Safer Recruitment and Selection

The school pays full regard to 'Keeping Pupil Safe in Education' (DfE 2016). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). The Single Central Register (SCR) is checked termly by the Headteacher, Designated Safeguarding Lead and HR Manager and a record kept of these checks. All staff are required to sign an annual disclaimer to indicate that their DBS circumstances have not changed during the year.

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity. Staff that organise these visits or activity must inform the HR Manager prior to the activity commencing so the relevant checks can be made and authorisation given.

See **Appendix 7** – Flowchart of Disclosure and Barring Service criminal record checks and barred list checks

The Definition of Regulated Activity

From September 2012 the definition of Regulated Activity is as follows:

Regulated Activity for Pupil

A person can be in Regulated Activity because of what they do (activities), where they work (establishments) or who they are (specified position):-

- A. Unsupervised activities: teach, train, instruct, care for or supervise pupil, or provide advice/guidance on wellbeing, moderate a public electronic interactive service or drive a vehicle only for pupil carried out on a frequent, intensive or overnight basis. **An individual carrying out activities as above, under reasonable day-to-day supervision by another person who is also engaging in Regulated Activity is not undertaking Regulated Activity.**



- B.** Work for a limited range of establishments (schools, nursery schools, childcare premises, pupil's homes, pupil's centres) with the opportunity for contact with pupil carried out on a frequent, intensive or overnight basis. A volunteer carrying out supervised activities under reasonable day-to-day supervision by another person who is also engaging in Regulated Activity is not undertaking Regulated Activity. However, a supervised paid employee working for a specified establishment does come under Regulated Activity.

Supervision means day to day supervision as is reasonable in all the circumstances for the purpose of protecting any pupil concerned.

The Department for Education has produced statutory guidance on supervision to describe the considerations an organisation should make when determining whether or not an individual is supervised to a reasonable level for the role.

Work under (a) or (b) above is Regulated Activity only if done "regularly" i.e. carried out by the same person

- Frequently (once a week or more often) or
 - On 4 or more days in a 30-day period or
 - Overnight (anytime between 2am -6am)
- C.** Activities by a person contracted (or volunteering) to provide occasional or temporary services (which are not teaching, training or supervision of pupil) is not Regulated Activity (e.g. maintenance contractors) but, as stated above, supervised paid employees in specified establishments are in Regulated Activity.
- D.** Providing healthcare – provision by a healthcare professional or under the direction or supervision of one. This may include psychotherapy and counselling, first aid administered on behalf of an organisation established for the purposes of providing first aid. This does not include workplace first aiders, members of peer support groups or life coaching.
- E.** Providing personal care – physical assistance (or prompting with supervision or training or providing advice or guidance) with eating or drinking because of illness or disability, physical assistance (or prompting with supervision or training or providing advice or guidance, with going to the toilet, washing or bathing or dressing because of age, illness or disability.
- F.** Registered child-minders and foster carers
- G.** Day to day management or supervision of individuals carrying out Regulated Activity relating to pupil.
- This school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff
 - All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
 - Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
 - Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA)
 - A coloured lanyard system operates to indicate staff that have passed checks and those that must be accompanied at all times and all staff are aware of this and committed to challenging anybody not wearing a lanyard or unaccompanied without a green or blue lanyard. Police Officers, Social Workers, Health workers and Ofsted Inspectors who can show identity will normally be exempt from this system.



- The school has a separate Visitors and Volunteer Policy which needs to be followed by all staff.

Key Staff and Governors have undertaken CWDC/NCSL Safer Recruitment training. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel (see Training List in **Appendix 6**).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

Home Visits

All home visits must be conducted in at least twos and there is a system for 'checking in' with Reception, as advised by the Lamplugh Trust.

Peer on Peer Abuse

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to the relevant head of year or a member of the safeguarding team. It may be considered a safeguarding matter if the allegation is around:

- Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting
- Encouraging other children to engage in inappropriate sexual acts
- Photographing or videoing other children performing indecent acts
- Sexting
- Bullying
- Gender related issues
- Sexualized touching
- Violence
- Gang initiation/hazing

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.

The signs of this may include:

- Changes in behaviour
- Sudden reluctance or refusal to participate or engage
- Avoiding particular pupils
- Staying close to adults
- Self-harm

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- Angry outbursts
- Decline in academic performance
- Excluding themselves
- Sudden development of sexualized behaviors
- Vague disclosures

Staff will always challenge abuse and will not merely pass it off as ‘banter’ or ‘part of growing up’. (Please also refer to Behaviour Policy)

Bullying log held by Ben Lyon

E-Safety log held by Elaine Seymour

CPOMS log overseen by Deborah Davies

Pupils will be taught how to recognise, keep themselves safe and report peer on peer abuse within their CPSHE and tutor time safeguarding sessions. All incidents will be investigated and dealt with by either a member of the safeguarding team or a member of the SLT.

Allegations about a Member of Staff, Governor or Volunteer

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical:** For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional:** For example intimidation, belittling, scapegoating, sarcasm, lack of respect for pupil’s rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual:** For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- **Neglect:** For example failing to act to protect a child or pupil, failing to seek medical attention or failure to carry out an appropriate risk assessment.

If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in conjunction with the Designated Safeguarding Lead in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils.

Staff can contact the Local Authority Designated Officer (LADO) Team (Tel: 020 8496 3646) themselves if they feel they cannot raise concerns in school. However, the school aims to provide a safe and secure environment for staff to raise concerns.

The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team (Tel: 020 8496 3646). The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within pupil’s social care to address the needs of pupil likely to have been affected.

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- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
- If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

The school's Whistle Blowing Policy is currently being redrafted. Current guidance is in **Appendix 12** and annual staff training includes reference to this policy.

Staff Support

We recognise the stressful and traumatic nature of some child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

Our Role in the Prevention of Abuse

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

The Curriculum

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying (**see Appendix Eight**).

The school is committed to the promotion of British Values and supports the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. As well as the taught curriculum, there are opportunities for pupils to take part in School Parliament, Mock elections and debating.

Relevant issues will be addressed through other areas of the curriculum, for example, circle time, Philosophy for Pupils, English, History, Drama, Art.

The school has a Controversial Issues Policy which provides core curriculum guidance. This also includes the 'Guidance for Visiting Speakers (**See Appendix 9**).

In conjunction with the E-Safety Policy, the Communication Manager, Simona Daniels, regularly checks social media for any safeguarding issues that may arise.

Other Areas of Work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, positive handling, Behaviour, will be linked to ensure a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.



Safeguarding Pupils Who Are Vulnerable To Extremism

Frederick Bremer we are fully aware and committed to the on-going protection and safety of our pupils, staff and wider community in accordance with DfE guidance '*Working together to Safeguard Pupil*' (2015) and '*Keeping Pupil Safe in Education*' (2015). An integral part of that work relates to the governments PREVENT strategy and the duties it places on academic institutions. These include: *Risk assessment, working in partnership, staff training, IT policies and Building pupil's resilience to radicalisation.*

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

Frederick Bremer School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 3.**

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

Staff will be alert to issues including:

- 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
- 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
- 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



Frederick Bremer School – Safeguarding Policy

By continually developing our leadership and accountability practices, staff training opportunities (primarily the Home Office developed WRAP Training), referral systems and management of those referrals, we strive to demonstrate a pro-active and diligent approach to this aspect of our responsibilities as educators and safe-guarders.

Aligned with a consistent delivery of a broad and balanced curriculum and use of the Local Authority-sanctioned Self-Assessment framework, we strive to protect our pupils - and the wider community - against the threats of extremism, through the promotion of both fundamental values and cohesion amongst our communities.

We also recognise that further information and support is available from the Multi-Agency Safeguarding Hub (0208 496 2310) and the Local Authority's Community Safety Team (0208 496 3000). The school works closely with **Sean Thomson**, the Citizenship and Cohesion Advisor for Waltham Forest on 020 8496 3447/07970769073.

Risk Reduction

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk of harm to a child or children within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly content, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. The school will liaise with the LA to run background checks on external speakers that come to work with the pupils (**See Appendix 9**). We are committed to encourage debate and discussion, whilst still ensuring that safeguarding standards are maintained.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Frederick Bremer School is Ben Lyon . The responsibilities of the SPOC are described in **Appendix 8**.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and record the concerns in CPOMS. One outcome may be a referral to Channel which is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- Identifying individuals at risk
- Assessing the nature and extent of that risk
- Developing the most appropriate support plan for the individuals concerned

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



Safeguarding Pupils Who Are Vulnerable To Exploitation, Forced Marriage, Female Genital Mutilation, or Trafficking

- Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure pupil and young people are given the support to respect themselves and others, stand up for themselves and protect each other
- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.
- Our school works with and engages our families and communities to talk about such issues.
- Our staff are supported to talk to families about sensitive concerns in relation to their pupil and to find ways to address them together wherever possible.
- Our Designated Safeguarding Lead knows where to seek and get advice as necessary and is supported by the team of 'specialist' experts.
- Our school brings in experts and uses specialist material to support the work we do.

What We Do When We Are Concerned

Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The school will review the situation after taking appropriate action to address the concerns.

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to pupil's social care. The local family support and safeguarding hub can assist us.

If the concerns about the pupil are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.



Part Two – The Key Procedures

Involving Parents / Carers

In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated /Deputy Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy through the school website.

Full details about responding to concerns about a child can be found in **Appendix 11**.

Multi-Agency Work

We work in partnership with other agencies in the best interests of the pupil. The school will, where necessary, make referrals to pupil's social care. Referrals should be made by the Designated Safeguarding Lead to the Multi-Agency Safeguarding Hub (020 8496 2310) using the MASH referral form in [T:\4. School Policies\9. Safeguarding Policy](#). This should be e mailed to MASHrequests@walthamforest.gov.uk. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

We will co-operate with any child protection enquiries conducted by pupil's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where a pupil is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

Our Role in Supporting Pupils

We will offer appropriate support to individual pupil who have experienced abuse or who have abused others.

An individual Social, Emotional and Mental Health (SEMH) plan will be devised, implemented and reviewed regularly for these pupils. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the SEMH plan will be kept in the child's child protection record.

Pupil and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of pupil and young people who abuse others will be considered separately from the needs of their victims.



Frederick Bremer School – Safeguarding Policy

We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

Pupils with Additional Needs

Frederick Bremer School recognises that while all pupil have a right to be safe, some pupil may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

When the school is considering excluding, fixed term or permanently, a vulnerable pupil and / or a pupil who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk- assessment meeting prior to making the decision to exclude. In the event of a one- off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

Pupils in Specific Circumstances

Further guidance on pupil in specific circumstances can be found at <http://www.walthamforest.gov.uk/lscb> and the WFSCB has six subgroups.

- Performance Management and Quality Assurance (WF-PMQA)
- Policy and Professional Development (WF-PPD)
- Child Death Overview Panel (WF-CDOP)
- Serious Case Review Panel (WF-SCRCP)
- Child Sexual Exploitation (WF-CSE)
- Pupil Missing (WF-CM)

Young Carers

It is the responsibility of the designated child protection coordinator (or a deputy) to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation. This package would contain elements of the support offered to pupils looked after by the local authority.

The NHS has a page outlining 'Your guide to care and support' for Young Carers which can be accessed via this link:

<http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/young-carers-rights>



Appendix One

Summary of Guidance for Safer Working Practice

These guidelines are taken from the Safer Working Practice for Adults who work with Pupil and Young People. (Updated from an original document produced by a DCSF network of advisors– Jan.2009)

These guidelines apply to all staff working at Frederick Bremer School, whatever their position, role or responsibilities. An incident file will be kept securely where specific incidents will be recorded (as outlined below):

- You must not use your position to promote inappropriate relationships.
- You must not behave in a manner which could lead any reasonable person to question your suitability to work with pupil or as a role model.
- Any actions that could be misinterpreted or misunderstood must be reported to a Senior Manager – these needs to be recorded by you and will be kept in a log book by the School HR Manager.
- You must not make unprofessional comments in person or via any other form of medium (including email, Facebook and other social networking sites) to staff, parents, pupils or other stakeholders. You should always use the highest privacy settings when using social networking sites.
- All clothing worn must be non-discriminatory and culturally sensitive.
- You must always maintain your privacy and not place yourself in vulnerable situations.
- You must not ask pupil to undertake personal tasks or errands.
- No gifts are allowed to be given to pupils outside of the reward system. Small tokens of appreciation from pupils or parents as a 'Thank You' can be accepted but not regular gifts or those of significant value.
- You must not send any forms of personal communication to pupils or parents. Any 'Thank You' correspondence that may be needed, for example for help on a school trip, would need to be discussed with a member of SLT.
- All incidents or indications that suggest a pupil may have developed an infatuation or inappropriate feelings with you must be reported and recorded in the Safeguarding log book.
- You must not have any secret social contact with any pupil or parent. Any planned social contact with pupils or parents must be approved by a member of SLT.
- You must not have any form of sexual relationship or communication with any child or pupil and do not discuss your own personal or sexual relationships with any pupils.
- You must not have any inappropriate physical contact with pupils – this includes 'Horse Play'.
- All pupils should be treated with dignity and staff should avoid contact with intimate parts of the body.
- You must not use force as a form of punishment and the school's Behaviour for Learning Policy should be followed by all staff. If physical interaction is used as a last resort to prevent physical injury to the pupil or others, always use minimum force for the shortest period necessary. This must be recorded in the log book and reported immediately after the event as possible.
- You must consider ways you often comfort and reassure a distressed child and do not provide physical contact.
- You must not provide intimate care to a pupil unless it is part of a formally agreed and regularly reviewed plan; which has included the pupil's views.



- Avoid visually intrusive behaviour and any physical contact when pupil are in a state of undress.
- You must announce your intention of entering a changing room if supervision is needed.
- You must never change, shower or bathe in the same place as a pupil.
- You must only administer basic care or hygiene tasks for minor abrasions, if you are happy and confident to do so and are aware of basic First Aid techniques and have available Gloves and aids.
- You must avoid meetings with pupils in remote or secluded areas. If there is a need for 'one to one' situation:
- All home visits must be agreed with a member of SLT and as such must be managed.
- Anyone transporting pupils must ensure their car is roadworthy, appropriately insured and the 'Private Car Form' must be completed. Lifts should never be offered to pupils outside of normal working duties, except in emergency situations, after which these lifts must be recorded and reported to the Designated Lead for Safeguarding.
- All educational visits must follow the 'Educational Visits Policy'.
- Photographs or videos of pupils should only be taken for school purposes using school equipment and never on a mobile telephone. You must always ensure that parental consent has been sought prior to the taking any photos or videos of pupils
- You must avoid making images in 'one to one' situations or show a single child with no obvious context. You must ensure that pupils are appropriately dressed in all photos or videos taken.
- You must not expose pupils to any media material that is inappropriate or age inappropriate (as determined by classifications).
- All information received regarding pupil and young people must be treated in a discreet and confidential manner. Advice should be sought from SLT if there are any doubts or concerns about sharing information.
- Any concerns about someone else's conduct should be reported immediately.



Appendix Two

This document has been designed by the Education Welfare Service and agreed by Head teachers.

Pupil Missing from School/Education Check List (CMfE)

Once this check has been completed by the school it **MUST** be sent to the Education Welfare Service in order to approve the child/pupil being removed from roll and placed on the S2S Missing

School/contact Details:	Completed by & Designation:
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Pupil Name:	Date of Birth:
Address:	Parents Name:
Post code:	
Date of Last Attendance:	Year/Class:

Reasons/information	Yes	No
Child/Pupil is a no show (new academic year) he/she did not turn up for school on first day.		
Child/Pupil has not returned from half term break or holiday		
Child/Pupil has stopped attending mid-term with no reason - No contact has been made by parents		
If at this time or as a result of the school's initial contact with the parent they say that they are going to home educate their child the school must inform Admissions and the Education Welfare Service.		
Other, please provide information:		

Deferred Reception Place and Year 7	Yes	No
Reception child who is a no show (new academic year September) he/she did not turn up for school on first day in reception class.		
Reception Deferred Place with start date in the January of the school year in which he/she is 5 years old. If child fails to attend he/she becomes a no show (Please refer to the Procedures once a school place has been offered)		
Year 7 child who is a no show (new academic year September) he/she did not turn up for school on first day at secondary school.		
If at this time or as a result of the school's initial contact with the parent they say that they are going to home educate their child the school must inform Admissions and the Education Welfare Service.		

Making Contact with Family. School MUST provide dates of when contact was made and who they spoke with and the outcome.	Yes	No	Date of Contact	Outcome
Have contacted all emergency contacts on child/pupil's records to find out whereabouts				

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On 10th Day of Non-Attendance school MUST inform the EWS/LA of child/pupil				
Within Ten Days of informing EWS/LA: School must send letter to parent/carer asking them to make contact with the school within 5 days confirming if they wish to take up the school place.				
If no contact has been made the school must conduct a home visit to ascertain if the family still live at the address.				

Checks Carried Out. School <u>MUST</u> provide dates of when contact was made with the agencies and record outcomes	Yes	No	Date of Contact	Outcome
Admissions: Public Number – 0845 2001551 Primary: 0208 496 3911 Secondary: 0208 496 3523				
Ascham Homes: 020 8496 4197 email: direct@aschamhomes.org.uk				
London & Quadrant Homes: 08444069000				
Homeless Unit: 020 8496 4197 email: direct@aschamhomes.org.uk				
Waltham Forest Direct for any other enquiries: 020 496 3000				
Council Tax and revenues Office: 0208 496 8473 Email: revenuesdataaccess@walthamforest.gov.uk				
Police Public Protection Desk: 0203 276 0988/0987				
Social Services – Referral & Assessment: 0208 496 2310				
Pupil in Care Education Team: 0208 496 6331				
Youth Offending Service: 0208 496 5002				
Health Visitor: 0208 0208 430 7524				

Completed Checks Returned to EWS/LA	Yes	No
Once all the above checks have been made the school will need to inform the EWS/LA who will log the details of the child and family in question. Only on approving the information provided will the EWS/ LA confirm that the school can remove the child from roll. Schools CANNOT do this without authorization from the EWS/LA.		

Approved by EWS/ LA and authorization given schools can upload child to S2S.	Yes	No/Comments	Approved by and Designation
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If the child/pupil and family have moved to another borough the school will need to send out a migration referral form to the receiving LA. Once the receiving LA have confirmed that they have picked up the case and confirmed that the family are residing in the area the school will need to forward all communication to Waltham Forest Education Welfare Service who will then confirm that the child/pupil can be taken off roll.

Appendix Three

Indicators of Vulnerability to Radicalisation

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

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

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

Extremism is defined by the Crown Prosecution Service as:

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

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

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

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the 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 group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the 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 Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:

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

Appendix Four

Definitions and Indicators of Abuse

Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

Physical Abuse

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

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

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;

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- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

Sexual Abuse

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

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

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or

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- Bruises or scratches in the genital area.

Sexual Exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to pupil’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to pupil that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on pupil. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing pupil frequently to feel frightened or in danger, or the exploitation or corruption of pupil. Some level of emotional abuse is involved in all types of maltreatment.

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;

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- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where pupil stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

Responses from Parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

SEND Pupils

When working with pupils with SEND needs, practitioners need to be aware that ‘disabled’ pupils are more likely to suffer from Safeguarding concerns and may be less able to voice their concerns and needs. Additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child’s means of communication;
- Ill-fitting equipment. For example calipers, sleep boards, inappropriate splinting;
- Misappropriation of a child’s finances; or
- Inappropriate invasive procedures.



Appendix Five

Dealing With a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell him you are pleased that he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Pupils very rarely lie about abuse; but he may have tried to tell others and not been heard or believed.
- Tell the child that it is not his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation on CPOMS using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. You can also scan and upload documents into CPOMS.

NB: It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately Afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to pupil's social care without delay, by the Head Teacher or the Designated Safeguarding Lead.

Pupil making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.



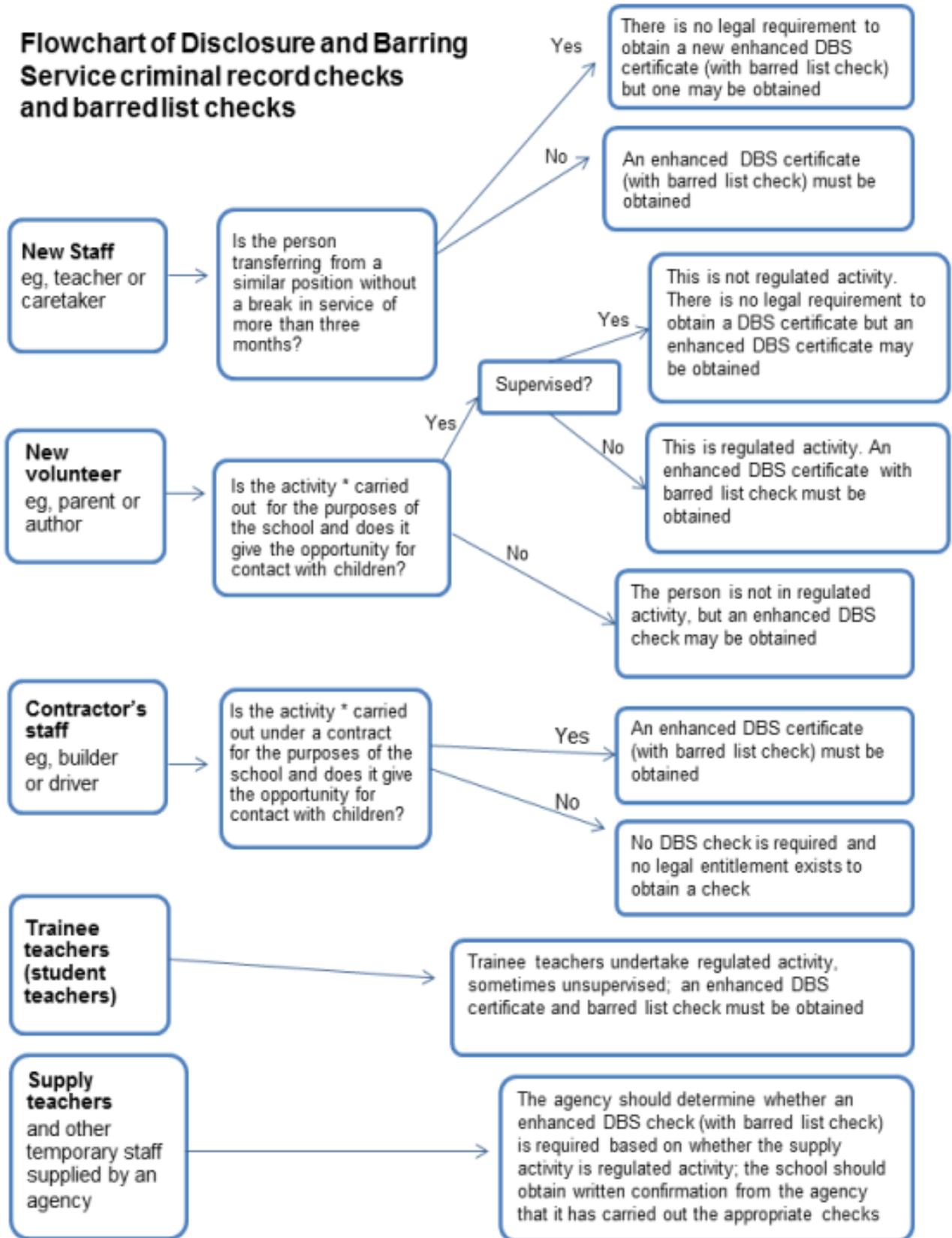
Appendix Six

Training Information

Whole school	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Other	Safer Recruiting
1st September 2016 – Safeguarding Training	Jenny Smith and Neil Larkin have completed the Safeguarding Training for Designated person. Safer Recruitment Training. October 2015.	AIM Training – November 2012 Deborah has successfully completed the Safeguarding Training for designated person October 2012. CP Refresher Training March 2015. WFSCB Child Sexual Exploitation Champion Training June 2014	Elaine Seymour completed CEOP Ambassador Training 22/01/2008 Laura Pease successfully completed Safeguarding Training June 2014 and CEOP Training	Andrea Jennings (7/2013) Emma Hillman (9/2015) Jenny Smith (2/2010) Jo Kaltak Neil Larkin (4/2013) Michelle Hegarty (9/2015) Laura Pease
September 2017 – All staff completed online Safeguarding training through Educare.	Ben Lyon: Safeguarding in Education 15.06.17	Deborah Davies: Refresher training – March 2017 Return Home Interview training 13.10.16 CSE 04.10.16 Children Missing Education – Autumn 2016 and 26.6.17 Prevent Training – 29.6.17	Elizabeth Gunning and Nulufer Yildiran: CSE 04.10.16 Lynne Deere: Children Missing Education –26.6.17 Samuel Bullen: Prevent Training – 29.6.17 In-house training on Early Help, Private Fostering and Gangs: Full lists of attendees held by Deborah Davies	



Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'



Appendix Eight



Appendix Nine

Protocols for Outside Speakers Visiting Frederick Bremer School 2015

Frederick Bremer School is part of a wider community. Occasionally, we have speakers from our wider community who enrich our student's experience of school, providing students with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our students is to ensure that the information they receive they can critically assess as to its value to themselves and that the information is aligned to the ethos and values of the school and British values.

We achieve this through the following protocols:

- All requests for outside speakers must be discussed with the Headteacher.
- The Headteacher will request:
 - A biography of the speaker or institution must be provided with the purpose clearly defined as to the information the speaker/visitor wishes to communicate. The information must align to the core values and ethos of the school and to British values. This must be discussed with the organiser prior to the request being made to the Headteacher.
 - Whenever possible a notice period of no less than one month be made prior to the speaker/visitor's proposed date at school.
 - An organiser for the visitor/speaker is provided who will be the liaison with school.
 - The organiser must ascertain that all information communicated by the visitor/speaker must be lawful.

When sufficient information has been collated the Headteacher will be able to make a decision giving permission for the visitor/ speaker to come to Frederick Bremer School. This will always be done with the guidance of Sean Thomson, the Citizenship and Cohesion Advisor for Waltham Forest (0208-496-3447/07970769073)

Further Guidelines

School safeguarding procedures apply to all visiting speakers.

During the speech monitoring

Staff will be present during the visit, including a member of the Senior Leadership Team who is monitoring that the speech aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet this requirement, immediate action will be taken by the senior leader to balance the information given.

Post Speech/ Visit Evaluation

The speech/visit is evaluated by the organiser as to whether it has met the needs of our students. Should the visit/speaker not meet the needs of our students then this will be clearly communicated to the visiting speaker/ institution by the Headteacher.

Appendix Ten

Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for Frederick Bremer School is Ben Lyon who is responsible for:

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

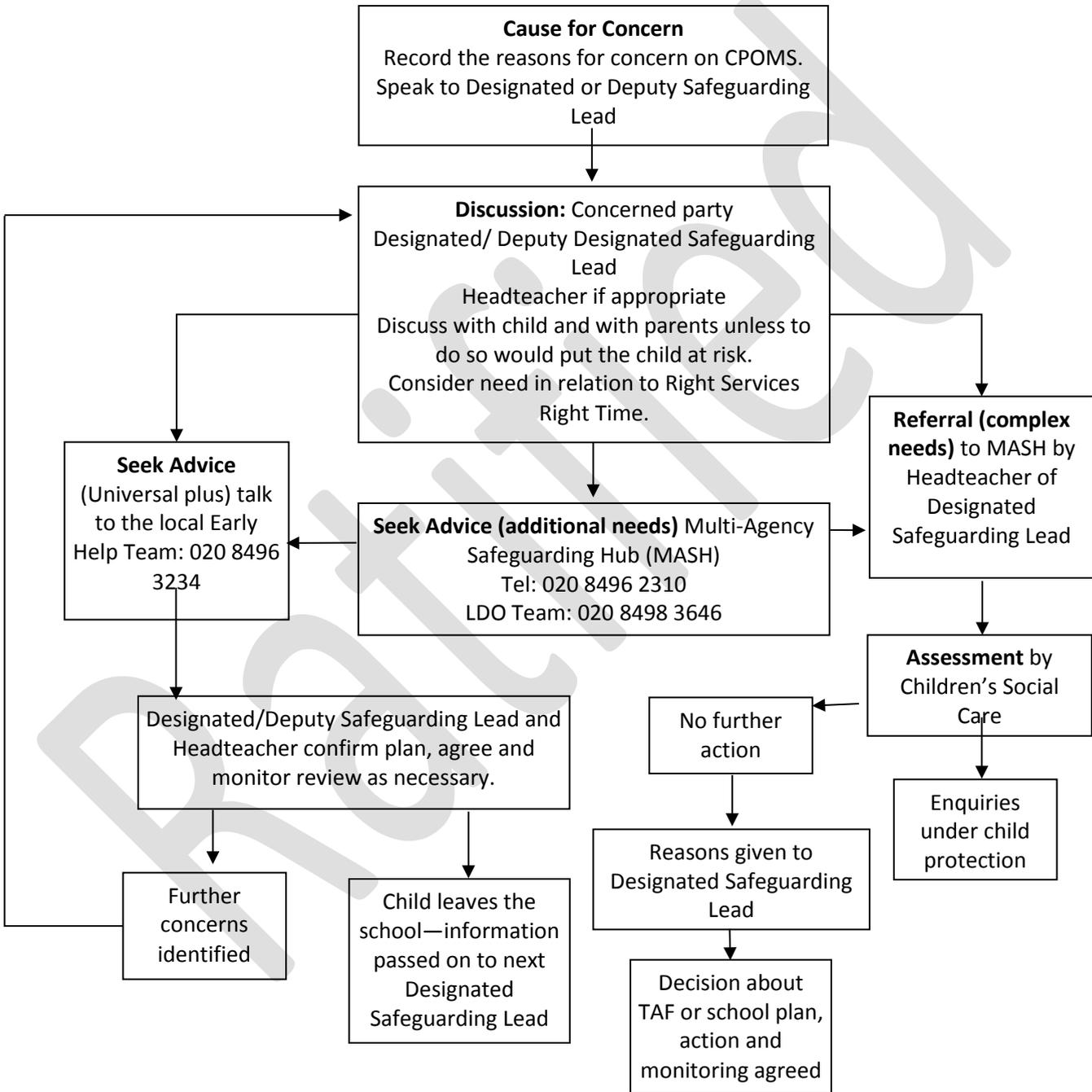
* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Metropolitan Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.



Appendix Eleven

Responding to Concerns about a Child



Safeguarding Children: Whistle Blowing

A Model Policy for London Borough of Waltham Forest Schools

This guidance is written for staff working with children and young people in education settings including maintained schools. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for Whistle Blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself.

What Stops People from Whistle Blowing

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed.

How to Raise a Concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Head teacher or the Designated Safeguarding Lead
- If your concern is about the Head teacher, speak to the Chair of Governors.
- Make sure you get a satisfactory response - don't let matters rest
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can.
- Staff can contact either the NSPCC whistle-blowing helpline (0800 028 0285) or the Local Authority Designated Officer (LADO) Team (Tel: 020 8496 3646) themselves if they feel they cannot raise concerns in school. However, the school aims to provide a safe and secure environment for staff to raise concerns.

Frederick Bremer School – Safeguarding Policy

- Staff includes any adult, paid or voluntary, who works in a school or educational establishment within the Local Authority.

A member of staff is not expected to prove the truth of an allegation, but will need to demonstrate sufficient grounds for the concern.

What Happens Next

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence

Self-Reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further Advice and Support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Safeguarding in Education Service

Tel: 0208 496 3000

With acknowledgement to Surrey Children's Services for their Model Policy on 'Whistleblowing'.