

Policy for Safeguarding Children

Helmingham Community Primary School

Written by: Bernie Cleland

Date: April 2017

Approved by:

Date of approval:

Review date: September 2017

1. What is Safeguarding?

Keeping Children Safe in Education (DfE, September 2016) defines safeguarding as:

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

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

2. Purpose and Aims

The purpose of Helmingham Community Primary School's safeguarding policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- ◆ All our pupils are safe and protected from harm.
- ◆ Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- ◆ Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to the safeguarding and promoting the welfare of all of our pupils.

3. Ethos

Safeguarding in the school is considered to be everyone's responsibility and, as such, our school aims to create the safest environment within which every pupil has the opportunity to achieve.

Helmingham Community Primary School recognises the contribution it can make in ensuring that all pupils registered, or who use our school, feel that they will be listened to and appropriate action taken. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life-skills and protective behaviours.

4. The Curriculum

The PSHE and SEAL schemes of work cover many elements of safety. The children throughout the school regularly have visits into school promoting personal safety such as the Police, School Nurse and Year 6 visit Crucial crew (all emergency services represented) before going to High School. Before curriculum visits are undertaken a full risk assessment is completed and discussed with pupils and adults. Adults attending a visit are provided with written guidance on appropriate safeguarding procedures.

5. Responsibilities and expectations

Helmingham Community Primary School has a Governing body whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. The Governing body should also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Head Teacher) and volunteers. The Governing body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school.

The **Designated Safeguarding Lead (DSL)** is:

- Bernadette Cleland

If she is not available then the **DSL Alternate** is:

- Clare Hawes

The **Named Safeguarding Governor** is:

- Judith Hinchcliffe

The **Chair of Governors** is:

- Glen Buckingham

The **Local Authority Designated Officer (LADO)** for this locality can be contacted at LADOCentral@suffolk.gov.uk or 01473 263 122

5.1 Responsibilities of the DSL

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The DSL has a role in ensuring that the whole school safeguarding training takes place at least every three years; which they can deliver within schools provided they are linked in to the support and quality assurance process offered by the Local Authority. This includes mandatory attendance at an annual 'Training for Trainers' programme and receiving monitoring visits from the Professional Advisor or Local Authority delegated staff.

The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision attends, where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The DSL is also required to complete a Self-Review Assessment Report annually which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its Safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

5.2 Responsibilities of the Named safeguarding Governor

The Named Safeguarding Governor should:

- Liaise with the Headteacher / DSL about safeguarding;
- Participate in the process of the 175 / 157 safeguarding self-assessment;
- Provide information and reports to the governing body;
- Monitor to ensure that safeguarding training for all staff is up to date;
- Receive / relate a termly report on safeguarding issues within the school from the DSL; and
- Champion safeguarding within our school.

5.3 Responsibilities – all adults in school

All child protection concerns (i.e. any concern a child is suffering, or is likely to suffer significant harm) need to be acted on immediately. If staff are concerned that a child might be at risk or is actually suffering abuse, they should tell the Designated Safeguarding Lead immediately.

The Designated Person should contact Customer First if concerned about a pupil. Following advice s/he should then complete a CAF form <http://www.suffolk.gov.uk/caf/forms> including the final page which alerts the team that this is a Child Protection issue. (see guidelines accompanying the CAF forms)

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to Children's Social Care or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance. Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the On-Site Designated Safeguarding Lead and a formal notification made to the school's DSL where the child is on role for information or appropriate action to be taken. Any records made should be kept securely on the Child's main school/Child Protection file.

5.4 Prevent Duty

Under the Counter-Terrorism and Security Act 2015, the school has a duty to have due regard to the need to prevent people being affected by extremism and being drawn into terrorism. All staff receive Prevent Awareness Training from the DSL on familiarisation with the CHANNEL process. Information for making referrals regarding prevent is made available to staff.

The designated lead for Prevent is Bernie Cleland

6. Recognising concerns, signs and indicators of abuse.

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse and, in itself, will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognize as children may behave differently or seem unhappy for many reasons as they move

through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

We acknowledge that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than a safeguarding concern. All staff are aware that children with SEN and disabilities can be disproportionately impacted by actions such as bullying and communication barriers and difficulties can hinder this being recognised.

6.1 Types of Abuse

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, scalding, burning, drowning and 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

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 children 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 children. 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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 children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 adequate 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.

(Source HMSO: Working Together to Safeguard Children 2015)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

6.2 Indicators of Abuse

Abuse can often be difficult to recognize as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

If you are worried that a child is being abused, watch out for any unusual behaviour, particularly if you notice any of the following:

- Withdrawn
- Suddenly behaves differently
- Anxious
- Clingy
- Depressed
- Aggressive

- Problems sleeping
- Eating disorders / changes in eating habits
- Wets the bed
- Soils clothes
- Takes risks
- Obsessive behaviour
- Nightmares
- Drugs
- Alcohol
- Self-harm
- Thoughts about suicide

Other signs of possible abuse, specific to primary aged children can include:

- Becomes secretive and reluctant to share information
- Reluctant to go home after school
- Unable to bring friends home or reluctant for professionals to visit the family home
- Poor school attendance and punctuality, or late being picked up
- Parents show little interest in child's performance and behaviour at school
- Parents are dismissive and non-responsive to professional concerns
- Is reluctant to get changed for sports etc

You may notice markings on a child or a child may also make a verbal disclosure to a trusted adult in school.

Suffolk has adopted the 'Signs of Safety and Wellbeing' approach to child protection and early intervention work. This approach aims to work collaboratively and in partnership with families and children. As part of this approach, it is important that any small changes or concerns about children are noted and acted upon to ensure effective early intervention is put in place if a family is struggling.

7. Online safety including sexting, cyberbullying and exploitation

Our 'e-Safety' and 'Acceptable Use' policies clearly state that mobile phone or electronic communications is not acceptable and set out the acceptable use of cameras. Where it is suspected that a child is at risk from internet abuse including sexting or cyber bullying we will report our concerns to the appropriate agency using our agreed procedures. (See 'e-Safety' and 'Acceptable Use' policies).

8. What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ◆ **Do** stay calm and listen carefully.
- ◆ **Do** reassure them that they have done the right thing in telling you.
- ◆ **Do not** investigate or ask leading questions.
- ◆ **Do** let them know that you will need to tell someone else.
- ◆ **Do not** promise to keep what they have told you a secret.
- ◆ **Do** inform your Senior Designated Person as soon as possible.
- ◆ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- ◆ **Do not** include your opinion, without stating it is your opinion.
- ◆ **Do** refer without delay.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person, or that they might be abusing a child or young person, you should report your concerns to the Head teacher. Where those concerns relates to the Headteacher, however, this should be reported to the Chair of Governors, using the schools' Whistle Blowing policy.

9. Managing Allegations

We are aware of the possibility of allegations being made against members of staff, or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust, whether they be members of staff or volunteers, this should be brought to the immediate attention of the SDP who will advise the Headteacher. In the case of the allegation being made against the Headteacher, this will be brought to the immediate attention of the Chair of Governors and the Area Education Manager. The Headteacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations, in order for the appropriate action to be taken. In Suffolk, this role is undertaken by the Area Safeguarding Manager. This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependant on the allegation being made, Head teachers will need to:

- ◆ Refer to the LADO immediately and follow up in writing within 48 hours. In Suffolk schools should refer in the first instance to the Area Education Manager. (Alison Jones – 01284 758641 / 07912 596974)
- ◆ Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- ◆ Contact the parents or carers of the child/young person if advised to do so by the LADO.
- ◆ Consider the rights of the staff member for a fair and equal process of investigation.
- ◆ Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- ◆ Act on any decision made in any strategy meeting or evaluation meeting.
- ◆ Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

10. Training (SLQteam@suffolk.gov.uk)

All members of staff and volunteers will have access to whole-school safeguarding training at least every three years. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly- appointed staff and volunteers.

Our Designated Safeguarding Lead and Alternate will undertake further safeguarding training in addition to the whole-school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employer's role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will have copies of our policy available throughout the school. We are also able to arrange for our policy to be made available to parents, whose first language is not English, on request. This policy should be read in conjunction with the schools Behaviour, Anti-bullying, E-Safety, Attendance, Whistleblowing and Complaints policies.

This policy is used together with "**Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.**" <http://www.rrecruitment.com/wp-content/uploads/2016/04/Guidance-for-Safer-Working-Practice-October-2015.pdf>

Visitors to School

All visitors to school will be asked to sign in and receive a badge and read a safeguarding statement.

Useful Contacts:

Suffolk Safeguarding Children Board www.suffolkscb.org.uk

Customer First: 0845 023023

Police: 999

Child Exploitation and Online Protection Agency www.ceop.org.uk

www.thinkuknow.co.uk

Appendices

1. Making referrals to social care services, attendance and reports to child protection meetings, confidentiality and transfer of records

2. Staff recruitment
3. Current safeguarding issues
4. School Recording Form

Appendix 1:

MAKING REFERRALS TO SOCIAL CARE SERVICES

The Designated Safeguarding Lead will refer all cases of suspected abuse to Social Services **immediately through Customer First**. Where practicable, the school will inform parents of the referral before it is made, or at least as soon as possible afterwards if contact cannot be made with them quickly. The only circumstances in which a parent will not be informed of a referral are if it is considered

- the child might be at greater risk of harm as a result
- such action might impede a criminal investigation
- the child might be the victim of fabricated or induced illness.

Referrals of suspected abuse of neglect will be made by telephone to the Duty Social Worker at the appropriate Social Care Office for the child's address. This telephone call will be recorded, noting the name of the person spoken to, and the record signed by the co-ordinator with the date and time the telephone call was made. This will be followed up in writing in the 'Common Assessment Framework' form, entitled "For Urgent Referrals Requiring Immediate Action..." which will be faxed or delivered) to the office where the telephone referral was made within **24 hours** with a second copy kept for the school's own records.

Any other referrals (i.e. those not of an immediate child protection nature), which Helmingham Community Primary School makes to Social Care, will also be made on the 'Common Assessment Framework' form. In these circumstances the agreement of the child's parent will always be obtained beforehand.

The school will expect a prompt response from Social Care Services once a referral has been made to that Department. If nothing has been heard within two days, the Child Protection Co-ordinator will telephone the office to which the referral was made to make enquiries. This telephone call will be recorded, again noting the name of the person spoken to, and the record signed by the Co-ordinator with the date and time the telephone call was made. If there has still been no response after a week, the Co-ordinator will write to the Immediate Needs Manager requesting a response.

Where the school believes a referral to be a matter of child protection, but staff in Social Care Service are not of the same opinion, the Child Protection Co-ordinator will write to the Immediate Needs Manager or, if necessary to a County Manager, re-stating its views.

ATTENDANCE AT AND REPORTS TO CHILD PROTECTION MEETINGS

If social Care Services decide, having received a referral from the school, that a child might be at risk of harm a child in need conference may be called.

The Child Protection Co-ordinator will be asked to attend this conference and it is an expectation of Helmingham Community Primary School that he/she will do so, unless it is considered that another member of staff has greater or more relevant knowledge of the child, in which case that person will attend. Where a conference is held during a school holiday, the school will do its best to send a senior member of staff.

The school will provide the person chairing the conference with a written report on the child at least **48 hours** in advance. The author of the report will be aware that the child's parents will have access to it.

If a child's name is placed on the Child Protection Register following a decision made at a child protection conference, a 'core group' consisting of those with the most knowledge of and involvement with that child will be identified. The Designated Safeguarding Lead or other relevant member of staff will attend.

CONFIDENTIALITY

Information on child protection cases will only be shared within the school with those who need it in order to ensure the safety of the children concerned.

All school records of child protection concerns and referrals are kept in a locked cabinet separately from the main pupil files. Only the Headteacher has a key to this cabinet.

Only **one** child protection file will be kept on a child. No other information of a child protection matter will be kept anywhere else in the school.

TRANSFER OF RECORDS

When a child whose name is on the Child Protection Register leaves Helmingham Community Primary School, the Child Protection Co-ordinator will inform the relevant school **immediately**. If the name of the receiving school is not known, the Child Protection Co-ordinator will notify the child's social worker as a matter of urgency as soon as the child leaves or appears to be missing. In these circumstances, the child protection records will remain at Helmingham Community Primary School until the child is known to have registered elsewhere.

When a child joins Helmingham Community Primary School and records from the previous school indicate his/her name is on the Child Protection Register, the Headteacher or Child Protection Co-ordinator will notify Social Care Services **immediately**.

When a child whose name is known to be on the Child Protection Register joins Helmingham Community Primary School and no child protection records have been received from the previous school, the Child Protection Co-ordinator will contact the Coordinator at that school to request the records be sent **immediately**. This request will be confirmed in writing and repeated if necessary. If they remain unavailable, the school will inform the Education Welfare Service.

Appendix 2

STAFF RECRUITMENT

The Senior Designated Teacher and a member of the Governing body have undertaken Safer Recruitment Training.

Before confirmation of appointment, all staff (teaching and support) and volunteers who apply to work at Helmingham Community Primary will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children. References will be taken up and they will be required to give evidence of their qualifications and details of previous experience and work history.

As part of this recruitment process, all potential staff and volunteers will be required to declare any criminal record. Those likely to have unsupervised access to children will have their details checked by the Disclosure and Barring Service and will not be employed if it is considered they are unsuitable to work with children.

Appendix 3

CURRENT SAFEGUARDING ISSUES

(The following Safeguarding concerns, actual or suspected, should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which, where available, can be found on the Suffolk Safeguarding Children Board website at: www.suffolkscb.org.uk.)

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Helmingham Community Primary School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Forced Marriage

Helmingham Community Primary School does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's Social Care.

Honour Based Violence

'Honour based violence' is a crime or incident, which has, or may have, been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from Honour based violence Helmingham Community Primary School will report those concerns to the appropriate agency, in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Helmingham Community Primary School is made aware of a child is suspected of or actually being trafficked/exploited, we will report our concerns to the appropriate agency.

This is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Helmingham Community Primary School we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

If any of the above areas of concern is brought to the attention of Helmingham Community Primary School we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Children Missing Education

"Basic to safeguarding children is to ensure their attendance at school." (*OFSTED 2002*). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Helmingham Community Primary School, we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

Sexually Active under Eighteen years old

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. At Helmingham Community Primary School we will ensure our policy for managing this issue links to the available protocol.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*). Helmingham Community Primary School will ensure that our disabled children

are listened to, and responded to appropriately, where they have concerns regarding abuse. In order to do this, we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Domestic Abuse

The Government defines domestic abuse as “Any incident of threatening behaviour, violence or abuse, (psychological, physical, sexual, financial or emotional), between adults who are or have been intimate partners or family members, regardless of gender or sexuality”

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989. Where there is evidence of domestic violence, we will report its concerns to the appropriate agency including children’s social care and the police in order to prevent the likelihood of any further abuse taking place.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- ◆ A parent.
- ◆ A person who is not a parent, but has parental responsibility.
- ◆ A close relative.
- ◆ A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Helmingham Community Primary School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Child Exploitation and E-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people, Helmingham Community Primary School will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Safeguarding Children and Young People linked to Gang activity

At Helmingham Community Primary School we will endeavor to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.

*The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure **Helmingham Community Primary School** is a safe place to learn and work.*

For Advice and Consultancy in relation to Safeguarding, please contact:

Lorna Jackson

Professional Advisor – Safeguarding in Education

Lorna.Jackson@suffolk.gov.uk