Safeguarding Principles

At St Faith’s CE School we are committed to safeguarding and promoting the welfare of all our students. We expect all staff employed, commissioned or contracted to work with pupils together with volunteers and governors to adhere to the following

Safeguarding principles

The following are taken from the Safer Recruitment Consortium’s ‘Guidance for safer working practices for those working with children and young people in education settings’. 2015. (Lightly edited).

1. The welfare of children is paramount
2. They should be able to keep themselves safe.
3. Parents and carers should understand that our first priority is always the welfare of the child.
4. Expressions of concern should always be investigated and record keeping should note details of the incident/concern, decisions made, action taken and outcomes in accordance with the school policy for keeping and maintaining records.
5. The senior designated person for safeguarding should be the initial and key source of information and support for staff in addressing any incident which may give rise to concern.
6. Staff should understand their responsibilities to safeguard and promote the welfare of pupils
7. Those raising concerns should be kept informed about progress within the constraints of maintaining confidentiality
8. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
9. Staff should work, and be seen to work, in an open and transparent way
10. Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
11. Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
12. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
13. Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
14. Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
15. Staff and managers should continually monitor and review practice to ensure this guidance is followed
16. Staff should be aware of and understand the schools policies listed below and the Local Safeguarding Children Board LSCB procedures.
The following policies and documents are all pertinent to safeguarding children:

- Arrangements for site security, Risk assessments and the business continuity plan
- Behaviour / pupil discipline including harassment, discrimination and anti-bullying including cyber bullying
- Child on child sexual abuse
- Child missing from education
- Child missing from home or care
- Child protection
- Child sexual exploitation (CSE) - see below
- Complaints procedure
- Data protection
- Dealing with allegations made against staff
- Domestic violence. See below.
- Drug and substance misuse
- Educational visits
- E-safety [strongly recommended]
- Equality information and objectives
- Female genital mutilation (FGM) — see below
- Health and safety
- Looked after children
- Meeting the needs of pupils with medical conditions
- Mental health
- Performance management
- Preventing Radicalisation. See below
- Providing first aid
- Racist incidents monitoring log
- Register of attendance
- Safer recruitment policy and procedures
- Sex & Relationship education policy
- Sexting. See below
- Single central record
- Staff code of conduct/behaviour policy
- Transgender and intersex pupils (See below)
- Trafficking. See below
- Use of physical intervention
- Whistle blowing

The statutory policies and documents are on the school website and accessible to all staff and parents.

**Domestic violence** (It is important to recognise that many children will be living (or may have lived) in families where Domestic Abuse is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is: Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

**Female Genital Mutilation (FGM)**: professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Any known case of FGM involving an under 18 year old girl must be reported.

The Multi-Agency Guidance on FGM gives the following advice to schools:
Staff should be aware that any of the following might indicate FGM:

- Girls being withdrawn from PSD; they may be at risk as a result of the parents wishing to keep them uninformed about her body and rights;
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- Parent may take a girl out of the country for a prolonged period to a country where the practice is prevalent;
- A girl may have frequent urinary or menstrual problems; spending longer than usual in the toilet;
- Noticeable behaviour changes, particularly after prolonged absence;
- Reluctance to undergo normal medical examinations;
- Difficulty walking, sitting or standing.

We will create an 'open' and supportive environment by:

- Raising awareness about FGM with students, parents and staff; circulating and displaying materials and information about FGM (books, DVDs etc);
- Introducing FGM into PSD curriculum (and other subjects, e.g. Citizenship, PBE, Drama, History, Sociology);
- Ensuring that the designated member of staff with responsibility for safeguarding is well informed of the issues;
- Ensuring that a private telephone is available should students need to seek advice.

Radicalisation
The following extract is from http://www.preventforschools.org/?category_id=40

Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism. "In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)". [Prevent Strategy 5.34]

Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. "We believe that schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (Prevent Strategy).

We also need to recognise that, young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. "Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools’ work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism"(Prevent Strategy)

Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of their safeguarding responsibilities".
See also
https://www.gov.uk/government/publications/channel-guidance

**Trafficking Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organise crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse.

**Transgender and intersex pupils**

The dictionary definition of transgender is:

'Someone who feels that they are not the same gender (= sex) as the physical body they were born with, or who does not fit easily into being either a male or a female'.

Information and support can be accessed at: [http://www.mermaidsuk.org.uk/](http://www.mermaidsuk.org.uk/)

Figures indicate that up to 80 primary school-aged children a year in the UK are now seeking help towards potentially changing their gender. Research indicates that 91% of trans boys and 66% of girls experienced harassment or bullying at school.

The Equality and human rights commission stated that this has led to many gender variant children 'hiding their identity to the detriment of their self esteem' with many looking to 'leave school as soon as possible'. See [http://www.publications.parliament.uk/pa/cm201516/cmselect/cmwomeq/390/390.pdf](http://www.publications.parliament.uk/pa/cm201516/cmselect/cmwomeq/390/390.pdf) for House of Commons Women and Equalities Committee Transgender Equality First Report of Session 2015–16.

'The term intersex was adopted by science in the early 20th century and applied to human beings whose biological sex cannot be classified as clearly male or female. An intersex person may have the biological attributes of both sexes or lack some of the biological attributes considered necessary to be defined as one or the other sex. Intersex is always congenital and can originate from genetic, chromosomal or hormonal variations. It may be a combination of all three elements. Environmental influences such as endocrine disruptors can also play a role in some intersex differences. The term is not applicable to situations where individuals deliberately alter their own anatomical characteristics. Intersex people represent a significant percentage of the global population, from 1.7% (Anne Fausto-Sterling, sexologist, 2000) to 4% (various authors).'

Source: Organisation Intersex International in the United Kingdom

**Sexting**

A particular issue arising for children from electronic communication is ‘sexting’. A ‘sext’ being defined as a self-generated explicit image which is sent to others over the Internet.

The Guardian reported in July 2014 on a letter sent to Nottinghamshire schools by Detective Inspector Martin Hillier:

'When photographs that fall within the category of an indecent image (even if taken with consent) are uploaded, reports are made by the administrators to the police. If a person is aged over 10yrs and distributes (shares - even to friends) an indecent image then they can be arrested, charged and dealt with for this offence. If they are found guilty they must then register as a sex offender.'
Stressing that images are almost impossible to remove from the internet after they have been uploaded, the officer added: "An individual's online reputation needs protecting as it stays with them for the rest of their life. I would like to make every school in Nottinghamshire aware of these offences and the implications of pupils' involvement in such behaviour."

The following extract from ‘In brief’ explains how low long an individual’s details will be kept on the sex offenders register.

‘The length of time an individual will remain on the sex offenders register will depend on the offence which they have committed and the sentence which they have been given. Accordingly the length of time on the register will be calculated according to the following:

- If an individual has been sentenced to life imprisonment, imprisonment for more than 30 months or imprisonment and admission to hospital under a restriction order – they will be placed on the sex offenders register indefinitely
- If an individual has been sentenced to imprisonment for more than 6 months but not less than 30 months – they will be placed on the sex offenders register for 10 years
- If an individual has been sentenced to imprisonment for 6 months or less – they will be placed on the sex offenders register for 7 years
- If an individual has been cautioned for an offence under the Sexual Offences Act – they will be placed on the sex offenders register for 2 years. In this case if the offender was under 18 they will be placed on the register for 1 year

Based on DfE Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings and guidance produced by Chestnut Grove School.

Approved by governors 27.04.17