



# **Safeguarding and Child Protection Policy 2020-21**

**Effective Date: June 2018**

**Last Reviewed: June 2020**

**Reviewed by: Mr. A. Rutter**

**Next Review Date: June 2021**

## Introduction

This policy aims to provide all members of staff (paid and unpaid), children, young people, and their families, with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school, and when away from the school premises.

Practitioners who work with children in this school will read this policy within the framework of:

- Keeping Children Safe in Education – Statutory guidance for schools and colleges. September 2020 [Draft]. Current KCSIE used in the interim- September 2019.
- What to do if you're worried a child is being abused – Advice for practitioners (2015)
- Working together to safeguard children – A guide to inter-agency working to safeguard and promote the welfare of children (2018)
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

## Child Protection Responsibilities

Designated Teachers: Miss Hayward/Mrs Devereux

Designated School Governor: Mrs T Stock

Central Bedfordshire Relay Team – **0300 300 4832**

Local Authority Designated Officer (LADO) - **0300 300 5726**

Social Services Duty Desk - **0300 300 8585** (Normal Working Hours)

Emergency Duty Team – **0300 300 8123**

## Rationale

At Moggerhanger Primary School we recognise:

- Our statutory duty under Section 175 of the Education Act 2002 to ensure that **arrangements are in place for safeguarding and promoting the welfare of children.**
- Our duty under the Children Act 2004 **to work together with other organisations and partners in order to achieve this, and**
- Our Common Law **duty to protect and keep children safe whilst in our care.**

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm.

We recognise that for children; high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

We will make all parents/guardians aware of the role and responsibilities of the school with regards to safeguarding and promoting welfare and of the existence of the school's Child Protection and Safeguarding Policy by including details of our policy at our New Parent Induction meeting, in our School Prospectus and on the school's website. A copy of this policy will be made available to parents/guardians upon request.

## **Aims of the Policy**

We aim to provide a safe, secure, inclusive and consistent environment for all our pupils regardless of age, race, religion/belief, disability, or gender; one in which they feel safe, supported, valued, respected and listened to. We will do this by:

1. Establishing an environment in which children are safe and secure, and where they also feel safe, and where they can learn, develop and freely voice their opinions.
2. Adopting safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone the full checking process.
3. Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
4. Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
5. Supporting pupils who have suffered abuse or neglect or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan.
6. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance *e-Safeguarding: Creating Working Procedures in Schools*)
7. Regularly monitoring and reviewing our safeguarding and child protection practices and procedures.

## **Roles and Responsibilities**

We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all teaching and non-teaching staff, governors, pupils and volunteers and visitors working in the school. The Federation Board and Designated Persons for Child protection will have particular responsibility for safeguarding and child protection within the school.

### **We will:**

#### **1. Establish an environment in which children are and feel safe and can learn, develop and have a voice by:**

- 1.1 Ensuring that our buildings and site are secure and that visitors to the school are appropriately ID checked and supervised whilst on site.
- 1.2 Having a Health and Safety Policy and procedures, and ensuring that they are understood and fully implemented and adhered to by all staff.
- 1.3 Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken. (Detailed risk assessments are available via the Learning Platform).

- 1.4 Having a policy for dealing with behaviour and other discriminatory incidents and ensuring that staff adhere to these policies and promote the principles of value, respect, tolerance and acceptable behaviour amongst our pupils/students. (See Appendix 6 for issues relating to safeguarding and discrimination)
- 1.5 Ensuring that all staff, governors and regular visitors and volunteers have been made aware of 'Keeping Children Safe in Education Statutory Guidance for Schools and Colleges' (2020) document and work to the guidance contained therein. Consideration will also be given to the relevance of communicating guidance around safe working practices to occasional visitors and volunteers as part of the risk assessment process. All staff at the school will read and sign to acknowledge commitment to adhere to guidance referred to above.
- 1.6 **In the first instance the school will follow Bedfordshire's LSCB procedures (*LSCB Procedures for Managing Allegations and Concerns Regarding Staff, Guardians and Volunteers Working with Children and Young People*) for dealing with allegations and concerns about staff (paid or unpaid, temporary or permanent). Where such an allegation or concern arises, the Headteacher should be notified. He/she will notify the authority's Allegations Manager (also known as the Local Authority Designated Officer or 'LADO'). Where such an allegation is made against the Headteacher, the matter will be referred to the Chair of Governors who will likewise notify the Authority's Allegations Manager.**
- 1.7 Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children. Deficiencies or weaknesses will be brought to the notice of the Federation Board and steps taken to remedy these without delay. The Executive Principal will have responsibility for this. This is detailed during the induction process of all staff both employed and voluntary. In addition Confidential Reporting is part of staff Appraisal interviews.
- 1.8 Having a whistle-blowing and complaints procedure which is communicated to pupils, parents and staff as appropriate. Please see Appendix 2
- 1.9 Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to. The School Council is established and effective in tackling issues such as friendship and bullying. School policy is reflected in our Values ethos as demonstrated in assemblies and various class activities.

**2. Adopt safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. We will do this by:**

- 2.1 Following guidance as set out in Chapter 4 of Safeguarding Children and Safer Recruitment in Education Guidance to ensure that safe recruitment and selection practices are carried out. Enhanced Disclosure and Barring Service (DBS) checks will be completed and references and identification verified. All staff and regular volunteers, visitors and contractors will be vetted in accordance with these guidelines.
- 2.2 Ensuring that all staff are aware that where occasional or one-off visitors, contractors or volunteers have not undergone such a process, they will not have

unsupervised access to children and as appropriate formal risk assessment processes will be undertaken.

- 2.3 Maintaining a regularly updated Single Central Record (SCR) that accurately records vetting check data for all employees, volunteers and contractors which will be scrutinised as part of an Ofsted Inspection.
- 2.4 Ensuring that at least one member of the Federation Board and the Executive Principal have received training on safer recruitment practices.
- 2.5 Ensuring that all interviews for staff have at least one person on the panel who has completed safer recruitment training.
- 2.6 Ensuring that during the process of advertising and recruiting for staff vacancies, the school's commitment to safeguarding and safer recruitment practices will be made explicit.
- 2.7 Referring concerns about the suitability of staff to work with children and young people to the Independent Safeguarding Authority in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.
- 2.8 Ensuring that adults involved in the provision to children of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.
- 2.9 Ensuring that where school premises are used by other bodies both during and outside school hours, the Federation Board will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection.

### **3. Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:**

- 3.1 Including opportunities through the PSHE education curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- 3.2 Ensuring that children know that there are adults in the school whom they can approach if they are worried. This is made clear to children through various lesson activities and assemblies.
- 3.3 Displaying/distributing appropriate safeguarding materials and information
- 3.4 Promoting fundamental British values through: assemblies, PSHE and Behaviour Policy, visual displays, and the expectation of staff to challenge inappropriate behaviour.

### **4. Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this by:**

- 4.1 Allocating members of the school's leadership team to the role of lead 'Designated Person' for child protection. This role is currently carried out by **Miss K Hayward and Mrs J Devereux**.
- 4.2 Providing time and support for these roles.

- 4.3 Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a **minimum**.
- 4.4 Having a nominated governor responsible for child protection/safeguarding, who will review our safeguarding and child protection policies, procedures and practices regularly and be the link person between the designated member of staff for child protection and the Federation Board. This role is currently carried out by **Mrs T Stock**.
- 4.5 Having processes in place to ensure that all new staff receive safeguarding training appropriate to their role, as part of their induction and thereafter have access to refresher training as required, or in any case, every 2 years as a minimum.
- 4.6 Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), volunteer and governor is aware of this policy together with other relevant safeguarding policies or guidance and that they are also aware of their own role in safeguarding and promoting welfare and of the identity and role of the designated person/s. This policy will be circulated and made available to all staff who will be required to sign in acknowledging adherence to its content.
- 4.7 Requiring **all** staff (including cover supervisors) and volunteers, to report **any** safeguarding concerns using **CPOMS**, or **in writing using the school Concern/Incident Chronology Form**, to the Designated Person for Child Protection, regardless of whether or not they feel that the concern is either serious or substantiated. This expectation will be communicated through regular training, staff briefings and induction training.
- 4.8 Enabling the Designated Senior Leader for Child Protection to make decisions regarding the action to be taken following a concern being brought to his/her attention. (Where appropriate, this may follow consultation; for e.g. with Children's Services or the LADO).
- 4.9 Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children's Services or the Police Service in accordance with *LSCB Safeguarding Inter-Agency Procedures*. This will normally be done via the Designated Senior Leader for Child Protection or deputies; unless they are not available, and to wait for them to become available would pose a delay which would be unacceptable given the individual circumstances of the case.
- 4.10 Sharing information with relevant professionals in order to monitor, support and protect children thought to be at risk of harm.
- 4.11 Ensuring that where the Designated Person believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded; both by them and where possible on relevant minutes and case papers held by other professionals involved. They will also escalate the matter, as per the Local Authority Protocol. Please see Appendix 3.
- 4.12 Making the Designated Person/s for Child Protection responsible for creating and maintaining records in respect of all children for whom child protection concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from

the main pupil file, will include a chronology of events (See Appendix 5 for sample chronology template). The pupil's main file will indicate the existence of a separate safeguarding/child protection file. The majority of safeguarding reports will be recorded and maintained online via CPOMS from September 2020.

- 4.13 Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils including those with disabilities, minority status and those with a history of abuse. Where a child is believed to be a 'child in need' of additional support/services and the threshold for significant harm or Children's Services Social Care intervention is not met, the Designated Person will seek the consent of parents/guardians/child/young person to assess the needs and solicit support as appropriate. Needs may sometimes be met within the school community or by making a single agency referral or through multi-agency collaboration via the 'Early Help Assessment' (EHA) and Team around the Child (TAC) process as appropriate.
- 4.14 Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations. This will be communicated through training.
- 4.15 Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- 4.16 Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting for example making them aware of LA Staff Counselling Services.
- 4.17 Supporting the Authority's policies on school attendance and children missing education and in particular by adhering to the missing children procedures. The school operates a 'first contact' on the first day of any unknown pupil absence. **An unexplained absence must be reported to the Designated Person immediately.**

**5. Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan by:**

- 5.1 Maintaining close communication between the Designated Person and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
- 5.2 The Executive Principal having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding/child protection processes, core groups and meetings (especially Child Protection Conferences and Child in Need meetings).
- 5.3 Closely monitoring any child subject to a child protection plan, or otherwise believed to be at risk of harm.
- 5.4 Completing activities as required in accordance with a child protection/care plan.
- 5.5 Ensuring, through the Designated Person for Child Protection, that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.
- 5.6 Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the Designated Person will bring the

absence to the immediate attention of the Access and Inclusion Service. In these circumstances, a Local Authority School Attendance Officer will prioritise a visit to the child's home. Where the child is an open case to Children's Services Social Care, they should also be notified.

- 5.7 Notifying the Fostering Duty Desk when children come to our attention as being cared for in 'private fostering arrangements' in accordance with LSCB *Inter agency Safeguarding Policy on Private Fostering*. Please see appendix 4 for definition of 'private fostering'.
- 5.8 Making the Designated Person for Child Protection responsible for arrangements to ensure that a **copy** of a pupil's child protection file (where one exists) is securely transferred in a timely fashion to the Designated Person at the receiving school when a pupil transfers. This file will be transferred separately from the main pupil record and a written acknowledgement of receipt will be obtained. The original file will be retained by the new school.
- 5.9 Ensuring that where a child has an allocated social worker, the Designated Person takes responsibility for notifying the social worker or their office, of any change in that child's circumstances, including any changes to schooling arrangements.

**6. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance *e-Safeguarding: Creating Working Procedures in Schools*) by:**

- 6.1 E-Security: keeping the electronic data we hold about pupils and families secure by appropriate password protection, time out delays and offsite back up.
- 6.2 E-Safety: Promoting e-safety awareness amongst children and their parents/guardians through Parent Information Sessions and lesson activities and ensuring all members of the school community know their access rights and responsibilities in using ICT.
- 6.3 Parents are allowed to photograph their own children at school events, but are reminded to respect the right to privacy of others by not uploading images of other children to social media.
- 6.4 Ensuring that the school's internet connection and any system connected to it, is filtered using a filtering system which is accredited to current approved standards thus ensuring inappropriate content of whatever nature is blocked (including racist, discriminatory and hate material, material which promotes violence or attacks on individuals or institutions on the basis of disability, race, religion/belief, gender, etc).
- 6.5 Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.
- 6.6 Making staff and pupils aware that all school ICT activity and on-line communications may be monitored, including any personal and private communications made via the school network.
- 6.7 Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
- 6.8 Establishing an incident reporting procedure and recording reported incidents in an Incident Log (in Line with Local Authority Guidance *e-Safeguarding: Creating Working procedures in Schools*). This will be reviewed as appropriate and through this review

process, management shall update the risk assessment in light of new incidents as appropriate.

**8. We will monitor and review our safeguarding and child protection practices and procedures in line with this policy by:**

- 7.1 Ensuring accountability by placing ultimate responsibility for safeguarding, child protection and this policy with the Federation Board and responsibility for the implementation of this policy with the Executive Principal.
- 7.2 Ensuring that the Designated Governor for Safeguarding and Child Protection has regular meetings with the Designated Member of Staff for Child Protection, in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development. This will happen as required or in any case, as a minimum, once every term.
- 7.3 Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.
- 7.4 Reviewing this policy on an annual basis.

## Appendix 1

### First Aid and Administration of Medication

It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

Health and Safety legislation places duties on all employers to ensure appropriate health and safety policies are in place and an appropriate person is appointed to take charge of first aid arrangements. Therefore all schools must have trained first aiders/appointed persons. Appropriate regard should be paid to current guidance:

- Managing medicine in schools and Early Years (Ref 1448 – 2005)
- DfES guidance for first aid in schools 1988
- [www.teachernet.gov.uk/whole school/health and safety/first aid](http://www.teachernet.gov.uk/whole-school/health-and-safety/first-aid)

Pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate (and with the permission of the parents as necessary) be encouraged to self administer medication or treatment including, for example any ointment, use of inhalers. Where possible the view of the relevant GP should be obtained.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the appropriate senior colleagues at the earliest opportunity. All administrations of medicine should be recorded. When administering first aid, staff should try to ensure that another adult is present or aware of the action being taken. Parents should always be informed when first aid has been administered.

This means that schools should:

- Ensure there are trained and named individuals to undertake first aid responsibilities.
- Ensure training is regularly monitored and updated.
- Always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication.
- Ensure that staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention.

This means that staff/adults should:

- Adhere to the school's safety policy (and policy for administering first aid or medication).
- Make other staff aware of the task being undertaken.
- Comply with the necessary reporting requirements.
- Report and record any administration of first aid or training.
- Always act and be seen to act in the child's best interest.
- Ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.
- Explain to the child what is happening.
- Have regard to any health plan which is in place.

## Appendix 2

### Whistle-blowing

Employees are often the first to realise that there may be something seriously wrong within an establishment. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

Staff should acknowledge their individual responsibilities to bring matters or concern to the attention of senior management and/or external agencies. This is particularly important where the welfare of children may be at risk.

The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace. The school's confidential reporting code also referred to as the 'whistle blowing' policy, makes it clear that employees can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns rather than overlooking a problem.

As a first step, concerns should normally be raised with an individual's immediate manager or their superior. This depends however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if an individual believes that management is involved, they should approach the **Chair of Governors**.

Full details of this Procedure can be found within the Central Bedfordshire Council Ethical Handbook, available via Committee Services Department or online at

[https://www.centralbedfordshire.gov.uk/info/96/human\\_resources/561/employee\\_handbook\\_for\\_school\\_based\\_staff](https://www.centralbedfordshire.gov.uk/info/96/human_resources/561/employee_handbook_for_school_based_staff)

## Appendix 3

### Professional Disagreement

A formal Local Authority *Escalation Procedure* is available on the LSCB website ([https://bedfordscb.proceduresonline.com/p\\_resolution\\_disagree.html](https://bedfordscb.proceduresonline.com/p_resolution_disagree.html)) and should be consulted in the event of professional disagreements. However, some general principles are shown below.

If you feel that a decision made by another professional leaves a child at risk of harm:

- Articulate your views.
- Ensure that the fact that you do disagree with the decision is recorded in writing; both by you and where possible on relevant case papers held by other professionals involved.
- Ask for the other professional to provide written confirmation of their decision and their reasons for it.
- Discuss the case with a fellow safeguarding professional, (whilst taking care to observe the bounds of confidentiality) this may help to clarify matters and identify the best way forward.
- Don't be afraid to challenge the decision but be ready to justify your reasons and where possible support with evidence. (Record details in writing.)
- Where the threshold for significant harm has either not been met or is no longer being met, continue to refer new information around risks or concerns which come to light. New information may alter the level of identifiable risk and tip the balance in favour of intervention.
- If you believe that a decision made by another professional exposes a child to risk/continuing risk of significant harm **NEVER DO NOTHING!** That you should challenge is not just 'ok'; it's expected.

In line with the *Escalation Procedure*, the usual protocol is that where matters are escalated, discussions take place between individuals of similar levels of seniority. Therefore it might be that representations are made by a more senior member of staff on behalf of the Designated Person, for example, Executive Principal.

## **Appendix 4**

### **Definition of Private Fostering**

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- under the age of 16 (under 18 if disabled)
- by someone other than a close relative
- with the intention that it should last for 28 days or more.
- private foster guardians may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether full or half blood or by marriage) or a step parent will not be a private foster guardian.

A private foster guardian may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster guardian should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is under 16 years old and is a pupil at an independent school and lives at the school during the school holidays for a period of more than 2 weeks, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

### **Exemptions**

These are covered in Schedule 8 of the Children Act 1989 but the main exemptions are covered below.

Children will not be privately fostered:

- Where the arrangements last for less than 28 days and are not intended to extend beyond that period
- Where the child is looked after by a LA
- Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation

- A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday)
- Where the child is placed by an adoption agency in the care of a person who proposes to adopt him/her or s/he is a protected child under the Adoption Act 1976 (section 32).

*Taken from LSCB guidance on Private Fostering:*

<https://www.centralbedfordshirelscb.org.uk/lscb-website/professionals/private-fostering-1>

## Appendix 5

### Chronology Template

In the front of the child protection file should be a 'chronology'. This is like a diary which lists in chronological order each relevant event & includes details such as date, time, name of person involved/spoken to, rationale for decision making and paperwork generated (see example below).

Moggerhanger Primary School will be adopting CPOMS in September 2020. This is an online recording tool for tracking, monitoring and supporting with Child Protection concerns. Electronic chronologies will be created using this software.

### Sample Chronology Template

<b>Time/Date (State Day )</b>	<b>Event (A brief overview of the event but should include the names of those spoken to/involved)</b>	<b>Outcomes/ actions carried forward, rationale for decisions made (particularly around information sharing)or general comments</b>	<b>Records/ paper work generated</b>	<b>Entry made by (print name)</b>

## Appendix 6

### Equality & Diversity Issues in Safeguarding & Child Protection

This appendix highlights how equality and diversity issues and characteristics can impact on the safety and wellbeing of pupils.

#### General/Factors to consider

- Communication difficulties may exist as a result of language barriers, physical & learning disability or age. Children and young people with communication difficulties may not easily be able to let someone know that they are being abused.
- Some Ethnic Minority families are less likely to understand the role of Social Services, often because of language or cultural differences.
- The personal care or behaviour management of a child with disabilities may leave some families more vulnerable to accusations of abuse. Some practices, such as personal care, medical interventions, or restraint may be seen to be abusive.
- Parents and guardians with a disability / health issue (including learning disabilities, mental health and addiction problems) may be unfairly viewed as less able to care for their children.
- Parents in same – sex relationships may have concerns that their sexual orientation will be seen as a risk factor for their child.
- An Ofsted evaluation of serious case reviews April 2008 to March 2009 concluded that issues of disability often masked child protection concerns and that in half of cases involving children with disabilities, there was a failure to recognise the increased vulnerability of disabled children, for example to child sex abuse.
- Children who grow up in poverty are less likely to get qualifications or go on to higher education, and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, therefore poorer, therefore less healthy and probably less likely to participate in civic activity. The kinds of people who are less likely to be employed are also more likely to be involved in crime, to have shorter life-spans and to have less fulfilling family lives. Whole families can be locked into cycles of deprivation.
- Racial harassment is often not seen as a child protection issue or as a factor in neighbours maliciously reporting concerns.
- Women are more likely to report, consult for and be diagnosed with depression and anxiety.
- Boys are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty (BESD).
- It is possible that depression and anxiety are under-diagnosed in men. Suicide is more common in men.
- All forms of substance abuse are more common in men.
- Alcohol disorders are twice as common in men, although binge drinking is increasing at a faster rate among young women.

- Incidence rates of most sexually transmitted infections are rising, with the increase being greater in women than men.
- An estimated 66,000 women living in the UK have undergone female genital mutilation and 21,000 girls under 16 are currently at risk. (HO & WRC)
- In 2008 the Forced Marriage Unit received over 1600 calls to its helpline on suspected incidences of forced marriage. (HO)

### **Bullying & Discrimination**

- Studies claim that at least **16 children commit suicide as a direct result of bullying** in the UK **every year**.
- In an Ofsted analysis of serious case reviews (April 2008 – March 2009) **10 out of the 25** children who died in the 11+ age group, committed suicide.
- There is a need to **educate children** about diversity from lower school level and to **teach young children not to stereotype and to respect differences**.
- Eight out of ten children with learning disabilities have been bullied at school and six out of ten have been physically hurt.
- Disabled children and those with visible medical conditions can be twice as likely as their peers to become targets for bullying behaviour.
- Over 75% of 11-12 year old boys think it is acceptable that women get hit if they make men angry. More boys than girls of all ages believe that some women deserve to be hit.
- Close to 10,000 women are sexually assaulted and 2,000 women are raped every week. (British Crime Survey 2008)
- At least 32% of children, mostly girls, experience some form of child sexual abuse. (HO)
- Gypsy and Traveller children experience racist abuse on a daily basis (e.g. “dirty pikey”) at school and in other settings, from children and adults in the settled community, making them reluctant to attend.
- 98% of young gay people hear the frequent use of homophobic language (“that’s so gay”, “poof”, “dyke”, “queer” “bender”)
- 50% of teachers fail to respond to the use of homophobic language.
- 30% of lesbian and gay pupils report that adults are responsible for homophobic incidents in their schools
- One third of young lesbian, gay, bisexual or Transgender young people have self-harmed
- 6/10 lesbian and gay school children experience homophobic bullying and half of those contemplate killing themselves as a result
- Over three in five young lesbian and gay people feel that there is neither an adult at home nor at school who they can talk to about being gay
- In any school of 1,000 pupils there are likely to be 6 who will have transgender experience at some point in their lives. Trans people are susceptible to depression and at risk of suicide. 33% of Trans Adults in the UK attempt suicide at least once. This is considerably higher than the risk in many other groups and should serve to underline that Trans people would not subject themselves to such experiences unless, for them, there was no better option.

## Sources of Reference

**What to do if you're worried a child is being abused – Advice for practitioners March 2015**

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