



Child Protection and Safeguarding Policy

School Aim

Our aim is to provide an enriched and secure learning environment in which every child can achieve their full potential across all areas of school life: academic, creative, sporting and social.

Related policies/documents

Acceptable Users Policy (includes internet safety)

Allegations of Abuse Against Staff Policy

Code of Conduct and Confidential Reporting Procedure (was Whistleblowing)

Behaviour Policy and Anti-Bullying Policy

Disability Equality Policy

Keeping Children Safe in Education (Sept 2016)

Health and Safety Policy and Risk Assessments

Single Central Register of recruiting and vetting checks

Safer Working Practice

Woodside Primary School fully recognises its responsibilities for protecting (**safeguarding**) all children and individual children (which involves **child protection**). Our policy applies to all staff, governors and volunteers working in the school. There are six main aims for our policy:

1. Ensuring we have a Designated Safeguarding Lead (DSL), Mrs Mel Davis, who takes lead responsibility for child protection. This person has a clear remit and has appropriate, up to date training.
2. Ensuring we practise safe recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management Procedures. At Woodside School, Mrs Mel Davis, Mrs Alison Davis (Chair of Governors) and Mrs Gina Matthews are trained.
3. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
4. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse referring to the Gloucestershire Safeguarding Children Board Children's Helpdesk (01452 426565).
5. Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan.
6. Establishing a safe environment in which children can learn and develop.

We recognise that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the Personal, Social, Health and Citizenship (PSHCE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board (GSCB) to:

- Ensure we have a Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role. At Woodside Primary School this is the Head Teacher, Mel Davis. We also have a deputy DSL, Gina Matthews.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training. At Woodside Primary School this is the Chair of Governors, Mrs Alison Davis.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL and their role and have received a safeguarding induction within the first 7 days of employment
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility and for referring any concerns to DSL.
- Ensure staff have regular training and information, including about child sexual exploitation, female genital mutilation and Prevent Duty.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker and/or Family First Plus worker if there is an unexplained absence of a pupil who has a Child Protection Plan (previously known as being on the Child Protection Register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file
- Follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- Complete an annual audit of our practice, setting targets based on this self-evaluation.
- Ensure that all staff and governors have read Part 1 of Keeping Children safe in Education

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school

may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We are aware that additional barriers exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities. The school will endeavour to support children through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, when a pupil who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

The DSL knows how to access the online live DSL Handbook and the DSL and deputy DSL have registered for automatic email alerts/updates. The current GSCB flowchart is prominently displayed in class rooms, the staff room and school offices. The DSL holds copies of all child-protection cross-referenced policies, general documents, training certificates etc in two folders in the office. Copies of policies can be requested.

Additional points:

1. The Government categories of abuse are attached as Appendix 1
2. Allegations Management- the school's policy is based on GSCB guidance and would be followed in the event of allegations against staff
3. Child Sexual Exploitation-staff training includes awareness of child sexual exploitation and the GSCB procedures would be followed
4. Gender identity and sexuality-our PSHCE and SRE curriculum includes this at age-appropriate level
5. Roles and Responsibilities of DSL are attached as Appendix 2
6. The referral process is displayed in all classes, the school office and in the Head Teacher's office. The Children's Helpdesk number is 01452 426565
7. We have a Safer Working Policy and Code of Conduct and Confidential Reporting Procedure(was Whistleblowing)
8. Staff training includes awareness of the signs of honour based violence, forced marriage, female genital mutilation, domestic violence, drug use, fabricated and induced illness, gangs and youth violence, gender based violence and violence against women and girls (VAWG), mental health, radicalisation, sexting and trafficking.
9. Clear processes for administering medication are in place.

Appendix 1 The Government categories of abuse (from Part 1 of Keeping Children Safe in Education)

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Peer on peer abuse includes bullying and sexting.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a 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, although it may occur alone.

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: 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.

Appendix 2 Roles and Responsibilities of Designated Safeguarding Lead (from Annex B Keeping Children Safe in Education Sept 2016)

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated. *At Woodside Primary School, we have a DSL and deputy DSL as noted in main text of this policy.*

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

At Woodside Primary School, staff can contact the DSL by phone if she is off-site.

Equality Statement

The school recognises that it has to make special efforts to ensure that all groups prosper, including those:

- with special educational needs;
- who have difficulties accessing the school;
- who speak English as an additional language;
- who have frequent moves and/or lack stability leading to time out of school (e.g. children in care);
- who as children are caring for others;
- who come from homes with low income and/or inadequate home study space;
- who experience bullying, harassment or social exclusion;
- with low parental support or different parent expectations;
- with emotional, mental and physical well being needs;
- who exhibit challenging behaviour;
- who come from ethnic minority groups including travellers, refugees and asylum seekers.

Date this policy was reviewed Oct 17th 2016

Signed by Chair of Curriculum and Standards Committee _____

Next review date Oct 2017

Please sign and return the below slip to your DSL to confirm you have read the policy:

I have read the Oct 2016 Child Protection/Safeguarding policy and I know who the school's Designated Safeguarding Lead (DSL) is.

Name in capital letters:

Signed:

Date: