Child Protection and Safeguarding Policy   Updated Sept 2019

Introduction and Policy Statement

Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the governing body to have arrangements in place to ensure safeguarding and promoting the welfare of children. The Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Governors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupil's concerns will be listened to and acted upon.

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

The Governors will also ensure that the school carries out its statutory duties to report suspected child abuse or neglect to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect. Schools recognise the contribution they can make to protect and support pupils in their care and contribute to a co-ordinated offer of early help.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

The purpose of this policy is to:
- Afford protection for our students
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to all Governors, employees (including supply and peripatetic staff), volunteers and people using the school. They must all acknowledge that:
- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to

respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare.

- It is essential that members of staffs' own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head Teacher (or Chair of Governors if concern is regarding the Headteacher) or to the Local Authority Designated Officer (LADO) or Ofsted.

Aims of the Policy

- To raise the awareness of <u>all</u> school staff of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and E-Safety

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).

2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).

3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures.

2. <u>Specific roles in Safeguarding children</u>

The School has a nominated Safeguarding Governor, Mrs Alison Davis, who takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead (DSL). The responsibilities of the Governing body in relation to safeguarding are in Keeping Children Safe in Education (KCSIE) 2019 Part 2 and Ofsted 'Inspecting safeguarding in early years, education and skills settings' Annex 1 (see also Gloucestershire Safeguarding Children's Board GSCB guidance).

The Designated Safeguarding Lead (DSL) is a senior member of staff from the school leadership team, designated to take lead responsibility for:

- Safeguarding and child protection (Head leads on allegations against staff)
- Keep secure Child Protection, Children in Need and other plans, write records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Local Safeguarding Children Board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.
- Where any roles of the DSL are delegated to appropriately trained deputies they retain the ultimate lead responsibility
- Ensure written records of concerns about children are kept and ensure that all records are kept locked separately from children's main files
- Ensure that when a child moves school, records are transferred
- Undertaking a safeguarding evaluation/audit, report to the SLT and Governing Body.

The DSL is a senior member of staff with time in their job description to do the role. At Woodside Primary School the DSL is Mrs Mel Davis.

The DSL or deputy is available during school hours for staff in the school to discuss any safeguarding concerns, in person or by telephone. There is a deputy DSL at Woodside Primary, Mrs Gina Matthews, who is available by person or by telephone in the absence of the DSL.

3. <u>Definitions of Safeguarding and Child Protection</u>

Safeguarding and promoting the welfare of children is: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSIE 2019)

Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (Working Together 2018 Appendix A glossary).

The indicators of abuse and neglect are included below (from KCSIE 2019 para 41-51):

Indicators of abuse and neglect

41. **All** school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

42. **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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

43. **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.

44. **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 from 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.

45. **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48).

46. **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, for example, 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.

Specific safeguarding issues

47. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

48. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

• bullying (including cyberbullying);

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

• sexual violence and sexual harassment;

• sexting (also known as youth produced sexual imagery); and

• initiation/hazing type violence and rituals.

49. **All** staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

50. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding.

51. **Annex A of KCSIE 2019** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

4. Early Help

Our Offer of Early Help is on our website and it details external services we draw on where appropriate to support children and families. See Working Together to Safeguard Children

2018 Chapter 1; KCSIE 2019 and see the live version of GSCB Levels of Intervention guidance on the GSCB website. Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help support is kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving (KCSIE 2019)

In order to do this, the school works with other local agencies to identify children and families who would benefit from early help. i.e. to:

- Undertake an assessment of the need for early help
- Provide early help services e.g. School Nurse, Pastoral Worker, SENCO, Family Outreach Worker, targeted youth, breakfast club
- Refer to appropriate services e.g. CYPS

The school ensures that pupils have a choice of staff who will listen to their concerns either about themselves or about one of their peers.

Emotional health including support for young people at times of stress is very important. Where appropriate, we refer or sign post to additional outside support services for pupils and their parents including on line support such as Childline. This is particularly relevant if the need is not thought to meet the threshold for CYPS intervention. The SENCO, Family Support Worker and DSL discuss individual cases to gain information and advice with the CYPS link worker.

5. Responding to Disclosures – guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:
- **Be honest.**
  - ➢ Do not make promises that you cannot keep.
  - ➢ Explain that you are likely to have to tell other people in order to stop what is happening.

- **Create a safe environment.**
  - ➢ Stay calm.
  - ➢ Reassure the child and stress that he/she is not to blame.
  - ➢ Tell the child that you know how difficult it must have been to confide in you.
  - ➢ Listen to the child and tell them that you believe them and are taking what is being said seriously.

- **Record on the appropriate form exactly what the child has said to you and include;**
  - ➢ Child's name, address, date of birth
  - ➢ Date and time of any incident
  - ➢ What the child said and what you said
  - ➢ Your observations e.g. child's behaviour and emotional state
  - ➢ Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
  - ➢ Sign and date the record and provide a copy for Social Care and your records.

- **Be clear about what the child says and what you say.**
  - ➢ Do not interview the child and keep questions to a minimum.
  - ➢ Encourage the child to use his/her own words and do not try to lead them into giving particular answers.

- **Maintain confidentiality**
  - ➢ Only tell those people that it is necessary to inform.

- **Do not take sole responsibility**
  - ➢ Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
  - ➢ The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
  - ➢ Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral.

Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

Responding to signs of abuse or neglect

- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection.
- They should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate
- The DSL and family support worker use the LSCB Levels of Intervention guidance (GSCB Website) when making decisions about appropriate support or referral for a child.
- All concerns must be recorded in line with LSCB guidance
- Staff need to have an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Following up referrals

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended
- If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level

- Where there is a difference of opinion with another agency and this cannot be resolved the LSCB Escalation policy should be used.
  http://www.gscb.org.uk/media/1224/escalation_policy_may_2014-60436.pdf

The Children's Helpdesk/Front Door number is 01452 426565. Option 1 is for urgent referral if a child is at immediate risk of harm; Option 3 is a practitioner's advice line.

6. Partnership with parents

Sharing Concerns with Parents
There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them.

There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Woodside Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with Woodside Primary School. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

7. Domestic Abuse
Woodside Primary School's Gloucestershire Encompass Commitment

As part of Woodside Primary School's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model,** which aims to support children who have witnessed domestic abuse.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:
- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

School needs to monitor a dedicated email account every morning to check for any notifications. This enables us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi agency risk assessment conference (MARAC) occurs, the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

8. Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or deputy will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans. The school will notify the child's social worker if there is unexplained absence of more than two days.

The School recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

9. Children with Special Educational Needs or Disabilities (SEND) (see KCSIE 2019)

Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, on line grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND children e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, communication difficulties, not necessarily showing outwardly the signs of the impact of others behaviour towards them such as bullying. Staff awareness should be raised to these issues.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs

10. Children/young people who abuse other children/young people e.g. bullying, present sexually problematic behaviour to others, violent behaviour or self harm

Staff recognise that children are capable of abusing their peers. Peer on peer abuse such as bullying, prejudice, cyber-bullying, inappropriate sexual behaviour or violent behaviour is not tolerated or passed off as 'banter' or 'part of growing up'. See Part 5 of KCSIE 2019. Allegations would be fully investigated; dealt with according to our behaviour policy and victims would be supported. See Appendix 1 for cross-referencing of specific policies to this policy.

Staff recognise that many of our pupils have older siblings and may be aware of different gender issues that could be prevalent e.g. girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence (see KCSIE). Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to Children's Social Care who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. The risk to other pupils and staff must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school. (See also LSCB policy).

Staff are aware that children may be witness to violent behaviour between family members and that 16 and 18 year olds in a relationship or violent behaviour from a young person towards a parent or carer is a form of domestic abuse and will require consideration of specialist help including referral to Social Care.

11. <u>Safeguarding information for pupils</u>

- Pupils in the school are aware of staff who they can talk to. We are a small school and all children can easily access at least six different members of staff throughout a normal school day (Headteacher on the yard, class teacher and at least one teaching assistant, playtime duty staff, four midday staff and family support worker).
- The role of personal, social and health education (PSHE) and our PinK (People in the Know) curriculum in teaching safeguarding to pupils is a preventative measure e.g. child sexual exploitation at an age appropriate level. Our RSE policy and practice teaches children about healthy relationships. We use NSPCC resources such as PANTS.
- Use of the CEOP and ThinkUKnow resources for E safety
- On line and phone resources e.g. Childline, are promoted to pupils

12. <u>Safer Recruitment</u>

Mrs Mel Davis, Mrs Alison Davis (safeguarding governor) and Mrs Gina Matthews (deputy DSL) have up to date safer recruitment training. There is always at least one person involved in every recruitment process who has undertaken specific training.

Part 3 of KCSIE and LSCB guidance is adhered to in terms of recruitment, selection, pre-employment checks, single central register, induction and training. Staff and governors complete an annual check of disqualification by association.

13. <u>Staff training and induction</u>

- All new staff, volunteers and Governors receive Safeguarding induction to ensure understanding of the child protection/safeguarding policy.

- The DSL and deputies attend multi-agency (Level 3) safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and LSCB policy and guidance.
- The whole school staff group receive formal safeguarding training by a suitably qualified person at least every three years with regular and at least annual up-dates and notifications of any necessary changes, reminders being made available as required e.g. via email, e-bulletins, staff meetings .
- The school follows the LSCB guidance in relation to safeguarding training

14. Safer working practice

- We ensure that all staff are aware of the expectations of 'Guidance for Safer Working Practice' document and are working within this; that relevant training is given and advice, guidance or sanctions applied where guidance is not followed
- Safe working practice ensures that pupils are safe and that all staff, volunteers and Governors:
  - 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.
  - Work in an open and transparent way
  - Work with other colleagues where possible in situations open to question
  - Discuss and/or take advice from school management over any incident which may give rise to concern
  - Record any incidents with the actions and decisions made
  - Apply the same professional standards regardless of gender, race, disability or sexuality
  - Be aware of confidentiality policy
  - Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- E safety policy – expectations for staff and volunteers

15. Staff Behaviour

Woodside School staff adhere to a code of conduct, detailed in our Code of Conduct and Confidential Reporting Policy (was known as whistleblowing) policy. Staff are expected to:

- Treat all children with respect
- Set a good example by conducting ourselves appropriately
- Involve children in decision-making which affects them
- Encourage positive and safe behaviour among children
- Be a good listener
- Be alert to changes in a child's behaviour
- Recognise that challenging behaviour may be an indicator of abuse

- Read and understand all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintain appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintain professional standards and boundaries at all times on and off the school site
- Be aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Staff, volunteers , Governors not being involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities
- Staff and volunteers are reminded to declare any offences or involvement with the police relevant to their employment
- Where safeguarding or criminal issues occur in an employee's private life the impact of this on their suitability to work with children will be assessed with the support of the LADO/HR as appropriate.

16. **Allegations against staff**

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO) :

> **Gloucestershire:**   Nigel Hatten (01452 426994)

Any concern or allegation against a Headteacher will be reported to the Chair of Governors, who will then report this to the LADO.

The KCSIE 2019 Part Four, 'Allegations of abuse made against teachers and other staff' and Gloucestershire LSCB allegations procedures will be followed for both the investigation and support for the member of staff.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's Code of Conduct and Confidential Reporting Policy (was known as whistleblowing) policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All staff should be made aware of the NSPCC whistle blowing helpline https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

17. <u>Welcoming other Professionals</u>

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation.

Professionals will be required to bring their identity badges on <u>all</u> visits and to wear these. They will complete signing in/out forms and wear a school visitor badge if required to do so.

For agency, third-party staff and contractors, the guidance in KCSIE is followed.

18. <u>Off Site Visits</u>

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the LSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

The child protection/safeguarding policy and procedures of an off site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

19. <u>Photography and images</u>

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

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

At school events such as performances, a statement is made that any photographs taken must be for personal use only and are not to be shared on social media.

20. <u>Children missing from education</u>

The school will keep its admission register accurate and up to date. The school attendance policy is regularly updated and understood by all staff.

A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation or risk of radicalisation. After reasonable attempts have been made by the school to contact the family, the school will follow the LSCB procedure and refer to the Local Authority education welfare/attendance service.

All schools must inform their Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.

21. The Prevent agenda

The school has responsibilities in relation to the Counter Terrorism and Security Act 2015. This duty is known as the Prevent duty.

Actions
- The Prevent lead is the DSL.
- Assess risk of pupils being radicalised and drawn into terrorism
- Know what to do to support those assessed as being at risk e.g. referral to the Channel programme or referring any concerns to the Adam Large (police) via 101 or emailing childrenshelpdesk@gloucestershire.gov.uk or 01452 426565
- Working in partnership with other agencies
- Effective engagement with parents/the family should be considered as they are in a key position to spot signs of radicalisation. Assist and advise families who raise concerns and sign post to support. Discuss any concerns the school has with parents unless this is thought to put the child at risk.
- Staff training to raise awareness
- IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- British values should be promoted in the curriculum and on the web site
- Publicise the Educate against hate website to staff and parents (via the school web site) http://educateagainsthate.com/

22. Children at risk of CSE (Child Sexual Exploitation)

The school works together with other agencies to identify and reduce the risks of child sexual exploitation. The school refers to LSCB guidance and to local practice such as the use of the risk tool.

Both staff and pupils receive education about CSE and children should be advised as to how to keep themselves safe at an age appropriate level. The school should also raise awareness with parents and provide advice themselves or sign post parents to further advice.

23. Other relevant policies

All the following policies and documents relate to the school's child protection and safeguarding policies and procedures and contribute to the safety of our pupils. **To ensure that the most recent version is being read, ask for policies from the G:drive on our network and see the Live version of GSCB's Safeguarding Children Handbook for DSLs**

School Policies:
Acceptable Use
Allegations of abuse against staff and volunteers
Anti-Bullying
Attendance and term time absence
Behaviour
Child Protection and Safeguarding
Code of Conduct and Confidential Reporting (was known as whistleblowing)
Complaints
Confidentiality
Critical Incident policy and procedures
Data Protection
Drug and alcohol
Early Years Changing
Equal opportunities
E-Safety
Food
Health and Safety-including medical, first aid, site security, intimate care
Looked After Children
Non-collection
Offer of early help
Offsite visits
Personal social, health and citizenship education
Positive Handling (physical intervention)
Safer recruitment
Special Educational Needs and Disabilities
Sex and relationships
Racial equality
Safer recruitment
Staff behaviour and conduct

The following documents are followed:
Statutory Framework for the early years foundation stage April 2017
Keeping Children Safe in Education Sept 2019 (DfE)
Working Together to Safeguard Children July 2018
Guidance for Safer Working Practice for adults who work with children and young people in education settings
Revised Prevent Duty Guidance for England Wales July 2015
What to do if you're worried a child is being abused March 2015 (HM Government document)

Procedures on GSCB website to follow:
Gloucestershire Child Protection Procedures

GSCB Escalation Policy
Information Sharing advice for Safeguarding Practitioners
Levels of Intervention Windscreen
Gloucestershire Guidance for Levels of Intervention -(January 2017)

24. **School Safeguarding Responsibilities Summary**
   – the school will:
   - Abide by the KCSIE 2019 statutory guidance

     Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE Part one).

   - Give all staff a copy of Part 1 of KCSIE and ensure that it is read and understood and knowledge of and access to all of KCSIE especially Part 4 Allegations of abuse made against teachers and other staff.
   - Have a Child Protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children's Board (LSCB)
   - Display the flow chart procedures prominently in shared area of the school, so everyone can easily find the information and the Children's Helpdesk phone number
   - Appoint a lead Governor responsible for safeguarding practice within the school
   - Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover
   - Ensure that the DSL leads on the Prevent agenda
   - Have a named member of staff to support children who are Looked After Children(Designated teacher) who will work closely with the DSL where this post is held separately
   - Require teachers, staff and volunteers to read and implement the appropriate Gloucestershire LSCB procedures.
   - Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
   - Undertake relevant safer recruitment and allegations management training
   - Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
   - Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
   - Sign up to the Gloucestershire Safeguarding Children Board alerts.

- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed Behaviour policy/code of conduct and safer working procedures
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an e-safety policy in line with LSCB requirements. Have a member of staff as an E-Safety Champion.
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding, using the LSCB Safeguarding Self Evaluation audit tool (or similar) which will be shared with the Governing body leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and LSCB guidance
- Undertake a safeguarding report for the Governing Body at least annually and review the safeguarding policy annually.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:
- child sexual exploitation (CSE)
- children missing education
- children missing from home or care
- bullying including cyberbullying and prejudice based bullying
- domestic abuse
- Drugs and alcohol misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- Hate
- honour based violence
- mental health
- missing children and adults
- Peer on peer abuse
- private fostering
- Radicalisation/extremism
- Sexting/grooming and other E safety issues

- teenage relationship abuse
- Trafficking
  For more information see the links to Government guidance in KCSIE

26. <u>Links to relevant law and guidance</u>

- Working Together to Safeguarding Children 2018
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

- Keeping Children Safe in Education 2019
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

  Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)
  http://www.legislation.gov.uk/ukpga/2002/32/section/175
- Inspecting safeguarding in early years, education and skills settings
- https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2016

- Guidance for Safer Working Practice for Adults who work with children and young people

- Gloucestershire Safeguarding Children's board (GSCB) www.gscb.org.uk

- DSL handbook for educational settings

- What to do if you're worried a child is being abused – March 2015
  https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers
  https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

- Department for Education – e-safety guidelines
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf

- Safeguarding: Disclosure and Barring – changes from September 2012
  https://www.gov.uk/government/organisations/disclosure-and-barring-service

- The Information Commissioner's Office – Data Protection Act in Schools and Education
  http://ico.org.uk/for_organisations/sector_guides/education

- The South West Grid for Learning (SWGfL)
  http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Services/360

- Family Information Service – Gloucestershire
  http://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/family-information-service-fis/

- LSCB Levels of Intervention (May 2017)
  http://www.gscb.org.uk/media/13088/gloucestershire-revised-loi-guidance-version-21-060217.pdf

27. Recording of information

'My Concern' is used by staff to record concerns. Teachers, Teaching Assistants and office staff have log-ins. All other staff (eg MDSU) and volunteers are expected to talk to the DSL or DDSL and record their concern in writing, which is then scanned and added to 'My Concern'.

At Woodside Primary School:

The Designated Safeguarding Lead is Mrs Mel Davis

Telephone number: 01594 542287

The Deputy Designated Lead for Safeguarding is Mrs Gina Matthews

Telephone number: 01594 542287

The Lead Safeguarding Governor is Mrs Alison Davis

Telephone number: 01594 544976

Date Safeguarding policy adopted by Governing Body ……Sept 2019
Signed

Head teacher…………………………………………………………………...

Chair of Governors…………………………………………………………..

Date to be reviewed…………Sept 2019

The Head Teacher and Governing Body with the Designated Safeguarding Lead monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.

Child Protection and Safeguarding policy updated Sept 2019