

Deerhurst and Apperley C of E Primary School



Safeguarding Policy and Child Protection Policy

September 2017 (Review
September 2018) V2

Introduction

At Deerhurst and Apperley C of E School, the health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school

In our school we respect all our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

All members of the school community fully recognise their responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. It has been written following advice and guidance from the Gloucestershire Safeguarding Children Board (www.gscb.org.uk). The guidance reflects 'Keeping Children Safe in Education, Sept 2016

Designated Safeguarding Lead (DSL)

Mrs Jayne Neveu

Deputy Designated Safeguarding Lead (DDSL)

Mrs Eve Perry, Mrs Julie Oldroyd and Mrs Jenny Street

Safeguarding governor – Mr Angus Mackenzie

Context

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice 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 Procedure.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk including notifying of private fostering arrangements and the intention to home school.
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the 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 curriculum for children to develop the skills they need to

recognise and stay safe from harm and know who to turn to for help. In particular this will include anti-bullying work, e-safety and other training and in Year 6 prepare for transition to secondary school including substance abuse workshop.

We will follow the procedures set out by the GSCB and take account of guidance issued by the Department of Education to:

- Ensure we have a Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure all staff receives appropriate training including being conversant with Keeping Children Safe in Education Part 1 September 2016 and any revisions made.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection.

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, and in a locked location but that the existence of the additional record is indicated on the main file.
- Develop and then 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.
- Undertake all necessary checks as to suitability of staff and to maintain a central record.
- Notify Local Authority Designated Officer for Allegations (LADO) on **01452 426994** for advice if any allegations are made against any member of staff and follow procedures for notification to Disclosure and Barring Service (DBS).

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. The school will endeavour to support the pupil 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 Families First and all other agencies that support the pupil such as Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service. To include attendance at case conferences, core meetings and any other multi agency meetings.
- Ensuring that, where 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

Categories of Concern

Neglect:

The persistent or severe neglect of a child which results in significant impairment of the child's health or development e.g.:

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
- Failure to protect from physical or emotional harm
- Failure to meet child's basic emotional needs
- Failure to ensure adequate supervision
- Failure to ensure access to appropriate medical care

Physical Abuse:

Deliberate or intended injury to a child. e.g.:

- Hitting, shaking, throwing, burning, scalding, drowning, suffocating, or poisoning
- Deliberate inducement of an illness

Sexual Abuse:

Actual or likely sexual exploitation. e.g.:

- Use of force or enticement to take part in sexual activity penetrative, or non – penetrative
- Involvement in non-contact activities such as looking at or making abusive images
- Encouraging children to watch sexual activities
- Encouraging children to behave in sexually inappropriate ways
- Any sexual activity with a child under the age of 16 (with or without agreement)

Emotional Abuse:

Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development e.g.:

- Conveying to a child that they are worthless, unloved or inadequate
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not

Child Sexual Exploitation:

When a child or young person under the age of 18 is in a relationship with an adult (over 18), even if they claim to be a friend/boyfriend, and if this person is offering something (eg food, accommodation, drugs, alcohol, cigarettes, gifts, money) in exchange for sexual activities, this is considered to be child exploitation.

Check out who to contact if you are worried about child exploitation

(<http://www.gscb.org.uk/lma-child-or-young-person/child-abuse/who-to-contact-about-if-you-are-you-worried-about-abuse/>) for further information.

There are sometimes signs to look out for if you are worried that someone you know could be being abused, check out our guide on what are the signs of abuse

(<http://www.gscb.org.uk/im-a-child-or-young-person/child-abuse/what-are-the-signs-of-abuse/>)

Female Genital Mutilation (FGM)

Procedures that intentionally alter/injure the female genital organs for non-medical reasons

- May talk about “becoming a woman”, a “spiritual journey”, “something very special that will make me a woman” or similar words.
- A request or talk about an extended holiday or visit to their Country of origin.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

- Specific background factors may contribute to the vulnerability, which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist or terrorist group may appear to provide an answer.
- School staff should use their professional judgement in identifying children who may be at risk of radicalisation and act proportionately.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in **Working together to safeguard children and Keeping children safe in education (Sept 2016)** (which all staff must sign to say they have read). The DSL should refer to the Channel programme if a referral is made to them. This will enable early mechanisms to be put in place if it is felt an individual might be vulnerable to radicalisation. The Head teacher has completed training (WRAP) and where appropriate has trained other staff in school. All staff have completed the Channel training online.

Recognition of possible abuse

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Any concerns should be noted and discussed with the DSL.

Peer on Peer Abuse

Staff should recognise that children are capable of abusing their peers. No peer to peer abuse will be passed off as 'just banter'. Peer to peer abuse could be:

- girls being sexually touched/assaulted
- boys being sexually touched/assaulted
- Sexting (Child Exploitation Online Protection Centre (CEOP) has recently updated their sexting guidance: All advice can be obtained from their website. A new campaign which aims to give parents the tools to deal with their children sexting has been launched by the National Crime Agency's CEOP Command. The campaign features a series of informative short animations, which have been developed following a two-year research project with the University of Edinburgh, the University of Linköping in Sweden and the German charity Innocence in Danger.

The films are available for parents to view at www.thinkuknow.co.uk, the NCA's CEOP Command's education programme designed to help protect children and young people from sexual abuse and exploitation.

Types of hazing eg

- Verbal abuse, including berating of individuals
- Threats or implied threats

Any allegations of peer on peer abuse will be dealt with immediately. Any staff member who becomes aware of this will reassure the child it will be dealt with and report it to the DSL immediately. All systems, then activated, will be processed with the best interest of the child.

Children with Special educational Needs and disabilities

It is important to recognise the additional vulnerabilities of these children. Additional barriers can exist when recognising abuse or neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Procedures and responsibilities Access to School

- The school operates entry requirements which are designed to safeguard pupils.
- • Visitors have to sign in and out of reception.
- • Visitors attention will be drawn to the GSCB leaflet "*Safeguarding Children from abuse and neglect*" and are given the name of the DSL.
- Visitors will receive an ID badge which must be displayed at all times and staff are instructed to challenge any visitors not wearing a badge.

- Reception has a list of known visitors whose DBS we have seen.
- Visitors, volunteers and students or any other person working unsupervised with children will be required to show their ID and DBS unless it has been previously verified.
- If an occasional visitor has contact with children, they will be supervised during their visit and are not allowed to be alone with children.
- The gates to the school are secured for entry and exit at the beginning and end of each school day.

Statutory Responsibilities

- To report any concerns to DSL.
- Mandatory to report concerns regarding potential for FGM.
- When FGM appears to have been carried out on a girl under the age of 18, there is a statutory duty to report it to the police.

All staff should be aware of procedures to be followed when becoming suspicious of abuse or if told that abuse has taken place, including those in cases where an accusation is made against a member of school's staff.

If a professional has a concern about the well-being of a child then that professional should immediately share their concerns with the DSL to help clarify the nature of their concerns. They should then complete a written record of the nature and circumstances surrounding the concern and include any previous concerns already held,

The procedure route will be the same whether it is a suspicion of abuse or an actual disclosure.

- Allow the child to talk – ask only open questions e.g. *'Can you tell me more about..'*
Do not press for detail, put forward your own ideas or use words that the child has not used themselves
- Stay calm and reassuring
- Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
- Believe the child but do not apportion any blame to the perpetrator (it may be someone they love).
- Reassure the child that they were not to blame and they were right to talk to you
- Ask the child if they have told anyone else
- Keep an open mind
- Take notes of the conversation and key facts verbatim at the time of disclosure and write up immediately afterwards. The report must be signed, record the time, date, place and people who were present as well as what was said. It is important that the report is an accurate account as it may be used as evidence in any subsequent court proceedings.
- Establish details of full name, D.O.B. address and names of parents/guardians.
- Report to the DSL or DDSL who will contact the Children's Help Desk as necessary

Professional confidentiality

Confidentiality is an issue which needs to be understood by all those working with children,

particularly in the context of child protection. Deerhurst and Apperley Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. We recognise that all matters relating to child protection are confidential.

The Head Teacher (who is also the DSL) or DDSL will disclose any information about a child or a young person to other members of staff on a need to know basis.

- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot make a promise to a child to keep secrets.
- When safeguarding or child protection concerns are identified for a specific child, this information will be held in a Confidential Pupil/Child Record, and securely within a locked cabinet.

Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Head teacher's Report
- Governing Body visits to the school
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Pupil questionnaires

This policy will be reviewed on an **ANNUAL** basis and links with other policies including:

- Acceptable Users Policy
- Accessibility
- Internet Policy
- Anti-bullying
- Attendance Policy
- Behaviour and Exclusion
- Complaints Procedure
- Disability, Discipline
- Equality
- Health & safety
- SEND
- Sex and Relationships
- Children Missing in Education

This policy will be reviewed by staff and Safeguarding governor and presented to governors for approval at the meeting of September 2017

HT : Mrs Jayne Neveu

Signed:



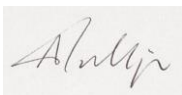
Date: September 2017

Governor responsible for Safeguarding: Mr Angus Mackenzie

Signed:

Date: September 2017

Signed:



Chair of Governors

Date: September 2017

For additional guidance/information please see Appendix 1.

EMERGENCY PROCEDURES

If the DSL or DDSL are not available, establish the facts and details and contact the Children's Help Desk.

- In cases where you are unsure how to proceed, phone Glos. Children's Help Desk (Glos. **01452 426565**) discuss the situation and ask for advice from a Social Worker Practitioner.
- No names should be given at this stage.
- In cases where you are sure a Social Care assessment is required, make a referral to the Children's Help Desk within 24 hours.

You will be asked to follow up the details of the concern in writing using the Multi-Agency Service Request form which is available in the live version of the Gloucestershire Safeguarding Children Handbook on www.gscb.org.uk/handbook. A portal is currently being developed to do this online

- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents that a referral is being made, unless to do so would place someone at risk of harm
- If concerns are about physical or sexual abuse contact the Children's Help Desk

IMMEDIATELY

Staff records and monitoring

Well-kept records are essential to good child protection practice. Deerhurst and Apperley Primary School is clear about the need to record any concerns held about a child or children within its care, the status of such records and when these records should be passed over to outside agencies.

What should be recorded?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers, adults)
- Behaviour
- Statements, comments, stories, drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries, marks, past and present

When is recording needed?

- When there is a concern over the well-being of a child

If a child confides in a member of staff and requests confidentiality it is important that the child is told sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context the child should however be assured that the matter will be disclosed only to people who need to know.

The procedures are laid down in the GLOUCESTERSHIRE Safe guarding Children Handbook (Child Protection Procedures) see Appendix 2. A live version can be found on www.gscb.org.uk/handbook

Where abuse is suspected or a sustainable allegation made, teachers and other members of staff should report the information to the DSL.

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. A member of staff who knows the child best should be prepared to contribute the school's knowledge of the child to a joint agency discussion.

Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

The DSL will inform D&A School Governing body as laid down in the GLOUCESTERSHIRE Safeguarding Children's Handbook.

Children identified on the Child Protection Register will be monitored in line with agreed Child Protection Plan. Appropriate personnel who are in direct contact with said child would be informed and notify the Head teacher as part of monitoring process.

Reports prepared for such discussions should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate the child's appearance. If relevant, reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

Listening and talking to children (staff guidance)

Take what the child says seriously React calmly because over reacting can frighten the child and compound feelings of guilt.

Tell the child they are not to blame. Children often feel guilty.

Explain to the child what will happen next.

Check out your understanding with the child of what has happened if you are not clear what the child is telling you.

Keep questions to a minimum and never lead the child, as leading questions may invalidate the child's testimony in court.

Use the words the child uses (e.g. for different parts of the body). If the child is aware that you are reluctant to use particular words, they may feel reluctant to use the words themselves or may not speak at all.

When talking to children who may have been abused, you need to strike a balance between gathering enough information to establish whether or not there is cause for concern and undertaking an investigation interview which is the responsibility of the investigating agency. Having established that there is cause for concern, it should be possible to postpone a fuller interview until the social worker arrives.

Allegations Management Procedure

The Head teacher and Governors in a case where the Head teacher is accused, should consider carefully whether the suspension of the person concerned is appropriate. Suspension should not be automatic. Advice should be sought from LADO on **01452 426994** for an initial discussion.

Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils. Physical contact is a particular issue where thought is required. With younger children, touching is inevitable and provides reassurance. With older children, perfectly innocent actions can be misconstrued. In emergencies, physical restraint to prevent harm to the pupil or to others can be required.

Reporting concerns to Parents

As a general principle, it is important to be open and honest when dealing with parents. Parents have primary responsibility for the care of their children and in most circumstances parents should be informed as soon as possible about concerns regarding their children. However, in some cases of alleged or suspected child abuse it may not be appropriate for parents to be informed immediately, because it may prejudice the investigation. In such cases concerns should be reported to the Head teacher who will in turn contact the Children's Help Desk.

Guidance when listening and talking to parents

Parents react in many different ways when they hear their child is suspected of being abused. They can feel angry, threatened, indignant, depressed, ashamed or guilty, and it is understandable that people have strong feelings in such circumstances.

When talking to parents who may be highly emotional, it is helpful to:

- Meet parents with the Head teacher
- Be open and honest with parents and tell them the reasons for your concern
- Be very specific regarding the information you may wish to share
- Explain to parents that it is your duty as a teacher to report cases of suspected abuse. It may be helpful to outline to them the procedures, so professional guidelines are adhered to at all times.
- Make a written record of the meeting, what was said and who was present (date/time etc.)

For further guidance please contact GSCB.

Staff Agreed Code of Conduct

We value the relationships between child/adult and the protection and welfare of the child is the paramount consideration in all our actions.

Gifts Received: In the context of fostering understanding and promoting the relationship between adults and children, gifts are deemed acceptable (e.g. Christmas cards etc.). Any concerns/issues as to the appropriateness of receiving/offering a token should be addressed to the Head teacher for guidance.

Arrangements for PE changing – boys/girls. The staff need to be sensitive to the requirements of all the children when changing for PE. In certain cases alternative arrangements should be sought. For example, separate facilities for older children with clear procedures for supervision.

Individual teachers / individual pupils in classroom situation

Professional behaviour appropriate to the supervision of individual children should be noted by those involved. Implicit in this would be the avoidance of placing either the member of staff or the child in a compromising situation.

Physical contact with pupils

It is acknowledged that physical contact between adults and children is inevitable and provides reassurance. All adults working with children need to be mindful that perfectly innocent actions can at times be misconstrued. If the adult determines that this has been the case then all concerns need to be reported to the Head teacher immediately. A professional code of conduct is required at all times with respect to the adult and the child.

Appropriate personnel to be informed regarding first aid etc.

All staff trained to deliver first aid are listed in appropriate places in school. All staff are aware of the Administering medicines policy.

Children's attendance

Procedures for the registration of children should be followed to enable attendance to be monitored by the Head teacher and appropriate external agencies. In order to fulfill the requirements of our Child Protection policy, staff are asked to report any concerns/issues regarding attendance to the Head teacher.

Supervision of Children off site

Procedures for Child protection are applied in the event of off-site activities. LA guidance regarding pupil/adult ratio is adhered to and where appropriate professional staff may challenge individuals in the interests of child protection without placing themselves at risk.

As with all school policies the governors fully support the practice of equality of opportunity for all children and with reference to the Discrimination Rights Commission Act (2002)

Further information can be found at www.gscb.org.uk Gloucestershire Safeguarding Children Board (GSCB).

Reporting Concerns:

Children and Families Helpdesk Customer Service 01452 426565
Cotswold Children & Families Team 01285 881029
Safeguarding Children Service 01452 583636

Appendix 2

Child Protection Process

Professional has concerns

If a Professional has a concern about the well-being of a child (or unborn baby), then follow the General Procedures provided



Consultation with supervisor

Professional discusses concerns with supervisor or Designated Safeguarding Lead to decide next steps



Discussion with parents

Professional discusses concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation).



Contact the Children and Families Helpdesk

Where there are urgent concerns, professional contacts the Children and Families Helpdesk on

01452 426565



Seeking advice from Children's Social Care

Professional can contact their local R&A Team to discuss concerns in principle with a Social Worker or Social Worker Manager and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns.



Making a request for Service to Children's Social Care

Unless there are urgent concerns, professional completes a Multi Agency Service Request Form. This is passed on to a Social Work Team Member and the caller will be contacted by a Social Worker within 24 hours (unless there are immediate risks in which case the professional will put through to a Social Work Team straight away). The Social Work Team will discuss whether the referral is appropriate and what action can/will be taken.

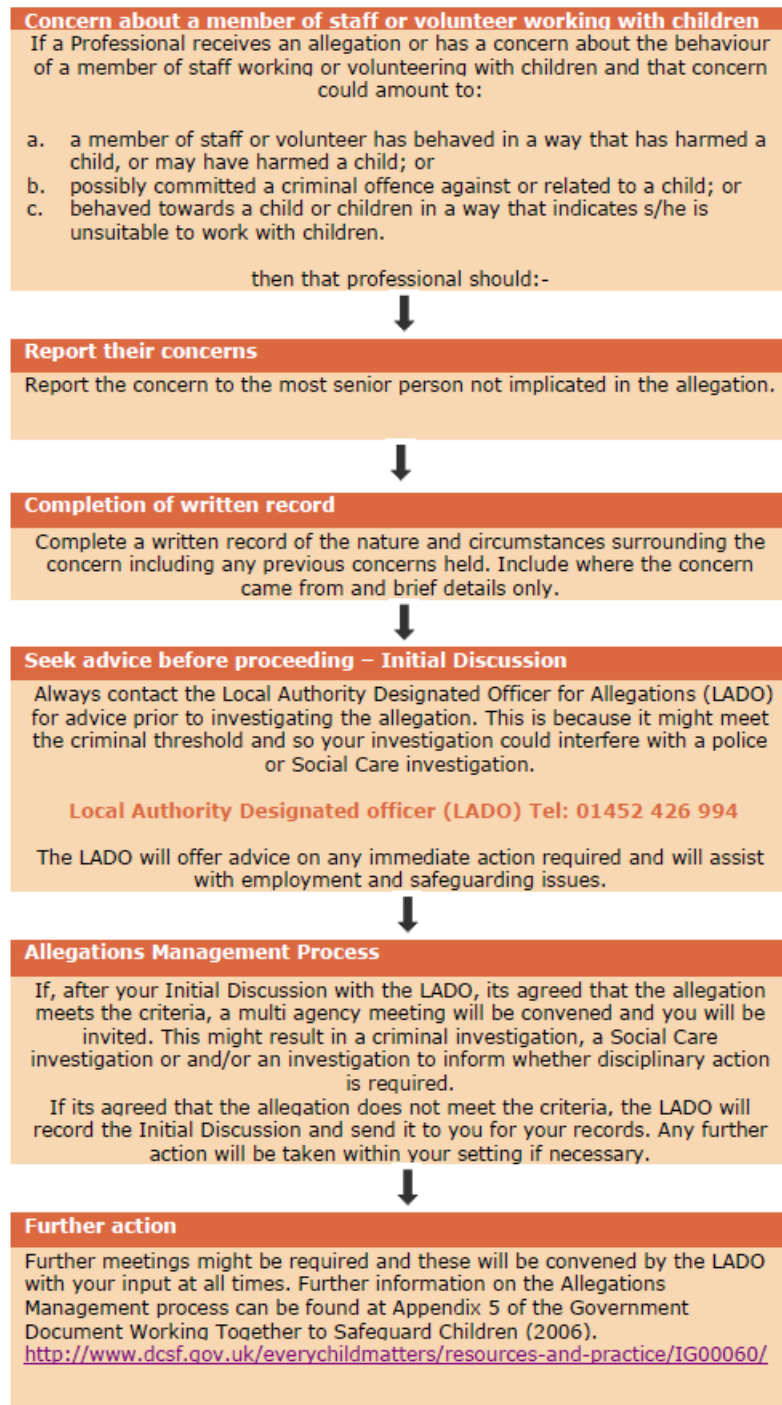
Remember to use the 'resolution of professional difficulties (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for the child. Advice about procedural issues including using the resolving professional differences procedures can be obtained through the **Children and Families Helpdesk on**

01452 426565

For out of hours social work advice please contact the
Emergency Duty Team on 01452 614 194

: Allegations Management Procedures

Summary of allegations management procedures



Volunteer's checklist for reporting a disclosure of suspected child abuse:

Name of Child:

Class:

Date:

Name of volunteer reporting concern:

Are there visible signs of a physical nature?

Please give this to the Child Protection Officer, Mrs Neveu or Mrs Oldroyd/Mrs Perry in their absence please give to class teacher. If none of these are available please give to the office.

Received by:

Date:

Notification of suspected child abuse – staff referral form

Name of child
Class
Parents name
Home Address
Telephone number
Are you reporting your own concerns?
Are you reporting the concerns of another person?
Details
Signs (physical, behavioural, other?)
Have you spoken to the child?
What was said?
Has anybody been alleged to be the abuser?
If so, give details

Your name_____ Date_____

Please give to Child protection Officers Mrs Neveu or Mrs Oldroyd or Mrs Perry