

***Learning and living as children of God***

*(Ephesians 5:1)(You are God's children whom he loves. Try to be like God)*

# Deerhurst and Apperley C of E Primary School



## Safeguarding Policy and Child Protection Policy Updated September 2020

(Review September 2021 or before  
due to changes of COVID-19) **COVID**

**Reviewed January 2021** appendix

## **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 Children's Safeguarding Executive (GCSE replacing GCSB). The guidance also reflects '**Keeping Children Safe in Education, Sept 2020**

**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 (including supply 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 GCSE 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 2020 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, Inline with KCSIE Part 3 2020 (updated paragraph 131 p33)
- 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

## **ENCOMPASS COMMITMENT**

As part of School's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.

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.

## **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)

**Child on child sexual violence and sexual harassment (linked to part 5 KCSIE 2020)**<https://www.safeguardingschools.co.uk/sexual-violence-sexual-harassment-children-schools-colleges-dfe-2017/>

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. See also

### **Sexual harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

### **Serious Violence:**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, changes in friendship with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that the children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks and understand the measures in place to manage these

### **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 CSE and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A (KCSIE 2020).

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-achild-or-young-person/child-abuse/what-are-the-signs-of-abuse/>)

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

### **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.

## **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## **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 2019)** (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.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/592993/170206 - Policy Fact Sheets - Threatened with Homelessness.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592993/170206_-_Policy_Fact_Sheets_-_Threatened_with_Homelessness.pdf)

## **Domestic Abuse**

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

## **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'. 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,<sup>8</sup> such as rape, assault by penetration and sexual assault;
- sexual harassment,<sup>9</sup> such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting,<sup>10</sup> which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

The films are available for parents to view at [www.thinkuknow.co.uk](http://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. **NEVER ASSUME SOMEONE ELSE HAS REPORTED THE CONCERN**
- 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

## Deerhurst & Apperley CE Primary School – Safeguarding Children Policy Sept 2020

### 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 and Early Help Offer

Sex and Relationships

Children Missing in Education

This policy will be reviewed by staff and Safeguarding governor and presented to governors for approval via email for approval.

HT : Mrs Jayne Neveu          Signed:

Date: September 2020

Governor responsible for Safeguarding: Mr Angus Mackenzie

Signed:

Date: September 2020

Signed:          Chair of Governors

Date: September 2020

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](http://www.gscb.org.uk/handbook). A portal is now available 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](http://www.gscb.org.uk/handbook) -Now known as the GCSE (Gloucesterhire Child Safeguarding Executive)

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](http://www.gscb.org.uk) Gloucestershire Safeguarding Children Board (GSCB) (GCSE from September 2019)

### **Reporting Concerns:**

Children and Families Helpdesk Customer Service 01452 426565

Cotswold Children & Families Team 01285 881029

Safeguarding Children Service 01452 583636

Safeguarding Children Development Officer (Education) 01452 426994

Local Authority Designated Officer for Allegations 01452 426994

## 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).



Where there are urgent concerns, professional contacts Gloucestershire MASH on 01452 426565 (option 3)



#### **Children's Practitioner Advice Line**



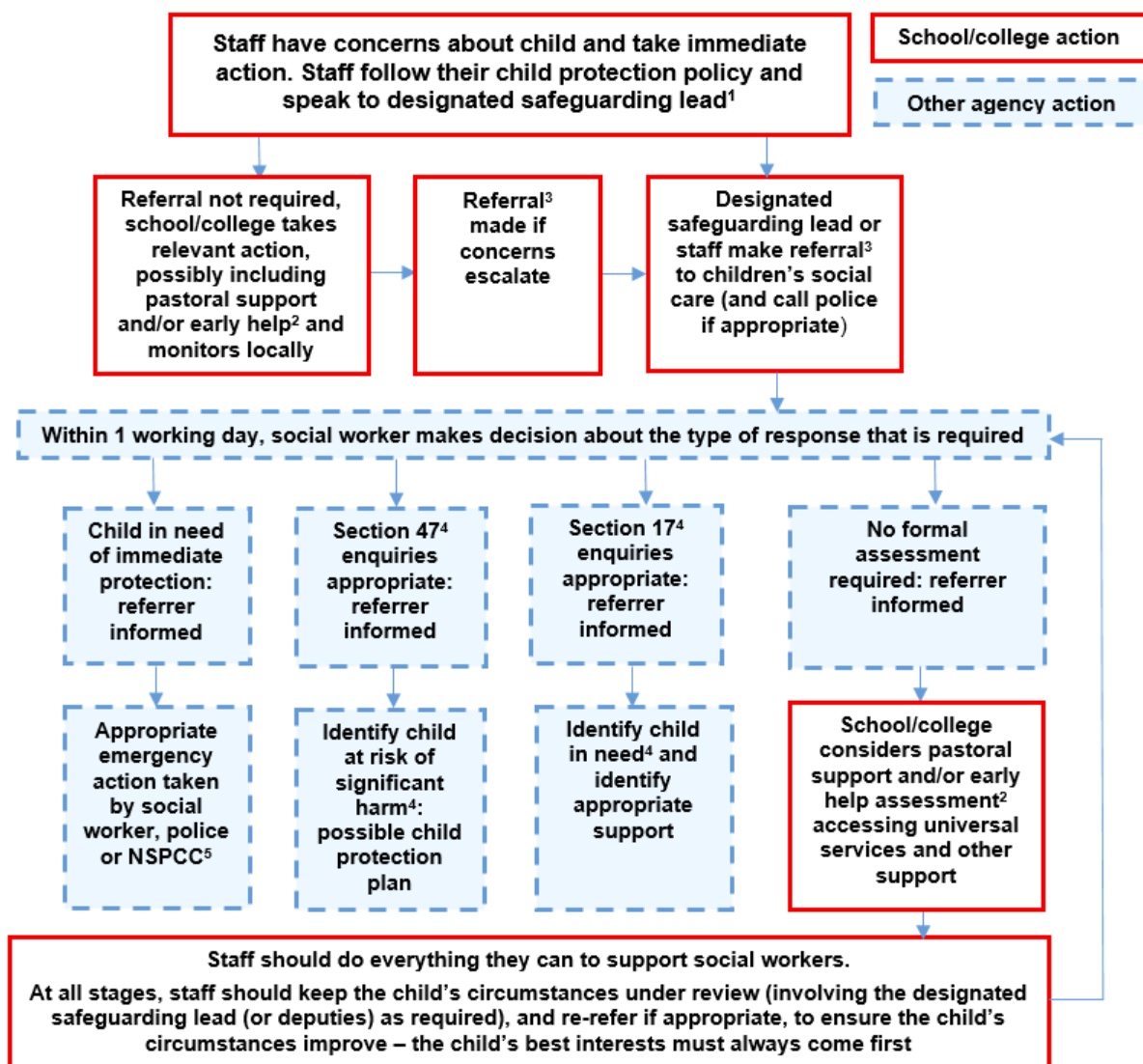
Professional can contact the Children's Practitioner Advice Line on 01452 426565 to discuss their concerns with a qualified social worker and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns on a discussion in principle basis.

#### **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 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. Please use the Gloucestershire Childrens Services Portal to submit a MARF.



## **: Allegations Management Procedures**

- If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:**
- a. a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
  - b. possibly committed a criminal offence against or related to a child, or
  - c. behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.

**Then that professional should:**

Report the concern to the most senior person not implicated in the allegation.

**Complete a written record of the nature and circumstances surrounding the concern,** including any previous concerns help. Include where the concern came from and brief details only.

**Always contact the Local Authority Designated Officer (LADO) for advice prior to investigating the**

allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

**Local Authority Designated Officer (LADO) – Tel: 01452 426994**

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.

### **Allegations Management Process**

If, after your Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi-agency meeting will be convened and you will be invited. This might result in a criminal investigation, a Social Care investigation and/or an investigation to inform whether disciplinary action is required.

If it is agreed that the allegation does not meet the criteria, the LADO will record the Initial Discussion and send it to you for your records. Any further action will be taken within your setting if necessary.

Further meetings might be required and these will be convened by the LADO, with your input at all times. Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children 2018 and the South West Procedures.

[http://www.proceduresonline.com/swcpp/gloucestershire/p\\_alleg\\_against\\_staff.html](http://www.proceduresonline.com/swcpp/gloucestershire/p_alleg_against_staff.html)

## **Child Protection and Safeguarding Policy Appendix for COVID-19**

COVID-19 first updated March 2020 – now amended for September 1<sup>st</sup> 2020 Reinstated January lockdown 2021

**COVID-19 school closure arrangements  
for Safeguarding and Child Protection at  
Deerhurst and Apperley CE Primary School (From  
September 1<sup>st</sup> 2020 school will be fully open) Some  
of the details in this document will remain in place if  
school is put into a local lockdown or a  
child/children are in quarantine Reinstated January  
2021 Lockdown**

### **1. Context**

*From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools are now (Sept 1<sup>st</sup> 2020) fully reopened.*

*Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. (now withdrawn) Reinstated January 2021 Lockdown*

*This additional Appendix details our individual safeguarding arrangements in the following areas:*

- 1. Context**
- 2. Vulnerable children**
- 3. Attendance monitoring**
- 4. Designated Safeguarding Lead**
- 5. Reporting a concern**
- 6. Safeguarding Training and induction**
- 7. Safer recruitment/volunteers and movement of staff**
- 8. Online safety in schools and colleges**

**9. Children and online safety away from school and college**

**10. Supporting children not in school**

**11. Supporting children in school**

**12. Peer on Peer Abuse**

**Key contacts**

<i>Role</i>	<i>Name</i>	<i>Email</i>
<i>Designated Safeguarding Lead</i>	<b>Jayne Neveu</b>	<a href="mailto:head@deerhurst.gloucs.sch.uk">head@deerhurst.gloucs.sch.uk</a>
<i>Deputy DSL</i>	Eve Perry Julie Oldroyd Jenny Street (pre-sch)	<a href="mailto:eperry@deerhurst.gloucs.sch.uk">eperry@deerhurst.gloucs.sch.uk</a> <a href="mailto:joldroyd@deerhurst.gloucs.sch.uk">joldroyd@deerhurst.gloucs.sch.uk</a> <a href="mailto:jstreet@deerhurst.gloucs.sch.uk">jstreet@deerhurst.gloucs.sch.uk</a>
<i>Safeguarding Governor</i>	Mr Angus Mackenzie	<a href="mailto:amackenzie@deerhurst.gloucs.sch.uk">amackenzie@deerhurst.gloucs.sch.uk</a>
<i>Chair of Governors Safeguarding Governor</i>	Mr Aaron Mulligan	<a href="mailto:chair@deerhurst.gloucs.sch.uk">chair@deerhurst.gloucs.sch.uk</a>

Whilst the partial closure is in place, the school site will remain open for vulnerable children and those whose parents are key workers. (now withdrawn) Reinstated January 2021

**2. Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Deerhurst and Apperley School staff will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers. The lead person for this will be: Mrs Jayne Neveu

There is an expectation that vulnerable children who have a social worker can attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the School will explore the reasons for this

directly with the parent (it is expected now that all children attend school setting from September 2020) Now withdrawn due to January 2021 lockdown

Where parents are concerned about the risk of the child contracting COVID19, the School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The School will encourage our vulnerable children and young people to attend school, including remotely if needed.

### **3. Attendance monitoring- from September 1<sup>st</sup> 2020**

It is therefore vital that schools resume taking their attendance registers as normal and:

follow up any pupil absences

complete the daily educational setting status form from 1 September or the day that term starts

complete the status form by 12 noon daily. January 2021 daily attendance register from DFE now reinstated due to lockdown

All children will be expected to attend school from September 2020. (withdrawn – January 2021 lockdown applies)

### **4. Designated Safeguarding Lead**

The School has a Designated Safeguarding Lead (DSL) and one Deputy DSL

Their names are above.

The DSL / DDSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. Where this is needed.

### **5. Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection and Safeguarding Policy.

In the unlikely event that a member of staff cannot have a direct conversation with the DSL or a Deputy DSL, they should email Mr Mackenzie, safeguarding governor for D&A (email above)

Staff are reminded of the need to report any concern immediately and without delay.

Further advice can be sought directly from a Social Worker by calling the Children's Help Desk 01452 426565. Direct referrals to the Multi Agency Safeguarding Hub (MASH) can be made by submitting a Multi-Agency Service Request Form (MARF)

(<https://children.gloucestershire.gov.uk/web/portal/pages/home> )

*Where staff are concerned about an adult working with children in the school, they should follow the process outlined in the school Child Protection and Safeguarding Policy.*

*Concerns around the Head Teacher should be directed to the Chair of Governors.*

## Staff will be aware of increased risk

*The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns. All children are expected to attend their educational setting from 1<sup>st</sup> September but previous statements in this document will apply if children are in quarantine lockdown or if school is part of a local lockdown. Reinstated January 2021 lockdown*

*Incidences of Domestic Abuse are expected to significantly increase during the period of isolation as perpetrators will use this time as a “tool of coercive and controlling behaviour”, and victims and their children are consistently more vulnerable during periods of societal stress [see government guidance](#).*

*Operation Encompass will continue as normal with notifications being sent to the school’s email address ([encompass@deerhurst.gloucs.sch.uk](mailto:encompass@deerhurst.gloucs.sch.uk)). For further information please contact Halah Shams El-Din on 01452 328953 or by email [halah.shamsel-din@gloucestershire.gov.uk](mailto:halah.shamsel-din@gloucestershire.gov.uk)*

### **6. Safeguarding Training and induction**

*Multi-agency training for lead staff is up to date and **renewal** dates (DSL 22/9/20 / DDSL JO 2/3/22 EP 27/6/20 JS 2/2021 / Safeguarding Governor 12/7/20 (all training updated remotely December 2020)*

*For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.*

*All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (now 2020). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.*

*Where new staff are recruited they will continue to be provided with a safeguarding induction.*

### **7. Safer recruitment/volunteers and movement of staff**

*It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children. When recruiting new staff, The School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020 (KCSIE).*

*In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.*

*The School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.*

*The School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's Teacher misconduct advice for making a referral.*

*During the COVID-19 period all referrals will be made by emailing*  
[Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

*Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such,*  
*The School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.*

## **8. Online safety in schools and colleges**

*The School will continue to provide a safe environment, including online. This includes the use of an online filtering system.*

*Where students are using computers in school, appropriate supervision will be in place.*

### **Risk online**

*Young people will be using the internet more during this period, especially as they access some learning activities. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school.*

- *The school continues to ensure appropriate filters and monitors are in place*
- *Our governing body will review arrangements to ensure they remain appropriate*
- *The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium.*
- *Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.*
- *Children and young people accessing remote learning receive guidance*

*Parents and carers have information via the website about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:*

- *Internet matters - for support for parents and carers to keep their children safe online*
- *South West Grid for Learning - for support for parents and carers to keep their children safe online*
- *Net-aware - for support for parents and careers from the NSPCC*





- *Parent info - for support for parents and carers to keep their children safe online*
- *Thinkuknow - for advice from the National Crime Agency to stay safe online*
- *UK Safer Internet Centre - advice for parents and carers*
- *Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.*

### **9. Children and online safety away from school and college**

*It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.*

*The School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.*

*Below are some things to consider when delivering virtual lessons, especially where webcams are involved:*

- *No 1:1s, groups only (group could be possible with another adult present on one of other side of the dialogue).*
- *Staff and children must wear suitable clothing, as should anyone else in the household.*
- *Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.*
- *Any live classes should be recorded so that if any issues were to arise, the video can be reviewed.*
- *Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.*
- *Language must be professional and appropriate, including any family members in the background.*
- *Staff must only use platforms agreed by the Headteacher and staff to communicate with pupils*
- *Staff should record, the length, time, date and attendance of any sessions held.*

### **10. Supporting children not in school (all children are expected to return to full time education from 1<sup>st</sup> September 2020- there may still be times where children are at home for quarantine purposes or where the school is part of a local lockdown) Reinstated lockdown protocol January 2020**

*The School is committed to ensuring the safety and wellbeing of all its Children and Young people.*

*Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.*

*The communication plans can include; remote contact, phone contact, door-step visits, video calls. Other individualised contact methods should be considered and recorded.*

*The School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.*

*This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.*

*The school will share safeguarding messages on its website.*

*The School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers need to be aware of this in setting expectations of pupils' work where they are at home.*

### **11. Supporting children in school**

*The School is committed to ensuring the safety and wellbeing of all its students.*

*The School will continue to be a safe space for all children to attend and flourish. The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.*

*The School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.*

*The School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. (relevant for any local lockdown from Sept 1<sup>st</sup> 2020 and any government guidelines in relation to this provision) January 2021 lockdown implemented*

*Where the School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders*

### **12. Peer on peer Abuse**

*The School recognises that during any further lockdown (local) a revised process may be required for managing any report of such abuse and supporting victims. Children who are in school during partial closure will be supervised at all times, to ensure they feel safe.*

*Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection and Safeguarding Policy.*

*The school will listen and work with the young person, parents/carers and any multi- agency partner required ensuring the safety and security of that young person.*

*Concerns and actions must be recorded and appropriate referrals made.*





## 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 Designated Safeguard Lead, 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 DSLs Mrs Neveu or Mrs Oldroyd or Mrs Perry