

Policy on Safeguarding



Learning for life in all its fullness

Next review: Autumn Term 2018

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

In light of the Government not updating the 2016 'keeping children safe' policy, the wording of this policy will remain the same.

Policy on Safeguarding including Child Protection

Bussage C of E Primary School
Revised – Autumn Term 2017
Next Revision – Autumn Term 2018

Policy on Safeguarding

Bussage C of E Primary School believes that everyone is entitled to be safely and happy at school. Through offering this robust policy then every child can 'Be the Best You Can Be'.

(All staff and governors must read this policy alongside our other policies on: Health and Safety, E-Safety, Safer Recruitment, Whistle Blowing, SEND, Bullying and Off-site Visits **found in the Safeguarding file in the Staffroom and in the School Office.**

All staff are asked to sign to say they have:

- received a copy of the Safeguarding Quick Reference guide.
- signed to say they have read all the safeguarding policies and know the changes that have been made this year.
- been given access to the Guidance for Safer Working Practices for Adults who work with Children and Young People.
- have full understanding of the signs of abuse.
- undertaken Induction within the first week of a new post at Bussage C of E Primary (for all new members of staff).
- know where to access Concern Record forms to record all instances of concern for safeguarding.
- have confident understanding of what to do if they have concerns for any child
- **know who to ring on 01452 426565 if the Designated Safeguarding Lead (DSL) who is Andy Ferguson and the Deputy Designated Safeguarding Lead (DDSL) who is Zoe White are out of school. This number is the Children's Helpdesk (Social Care) and is the first point of contact for all advice and reporting about any instances of safeguarding.**

1 Introduction

- 1.1 The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. 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. The school understands the responsibilities set out under section 175 of the 2002 Education Act to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.
- 1.2 This policy draws on guidance for schools set out in: Keeping Children Safe In Education DFE 2014 and Working Together to Safeguard Children 2014. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KC_SIE_gdnce_FINAL.pdf
- 1.3 This document should be read in conjunction with the document "Guidance for Safer Working Practice for Adults who Work with Children and Young People" January 2009, Commissioned by the DCSF, provided by the Safeguarding Advisor Network. A copy of this document shall be made available by the school office. <http://webarchive.nationalarchives.gov.uk/20100202101002/http://www.dcsf.gov.uk/everychildmatters/download/?id=5824>

2 Definition of Safeguarding

- 2.1 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: 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.
- 2.2 Children includes everyone under the age of 18.
- 2.3 Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. ¹ Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. ² This includes the need to ensure that all adults who work with or on behalf of children are competent, confident and safe to do so.

3 Aims and Objectives

- 3.1 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 2013* ³ 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.
- 3.2 The aims and objectives of this policy are to ensure that all our staff promote an environment where children can learn in a safe, caring, stimulating and positive school and where their social physical and moral development is our highest priority. All pupils will know they are valued and their concerns will be taken seriously and addressed by the adults who care for them. We want all children to feel safe and know what to do if they ever have concerns about any aspect of their physical or emotional safety.
- 3.3 In promoting the health and well-being of pupils we aim to help children to become confident, responsible, trustworthy and resilient. In our school, we respect 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. We will promote the emotional intelligence of our pupils so that they are aware of their own emotions and the effect their actions have on others.
- 3.4 Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- 3.5 This policy sets out the roles and responsibilities of all adults who work or support our school and in so doing provides guidance on how we will make sure our school is a safe and caring place for all our pupils

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- 3.6 We will ensure that this school works effectively with a wide range of agencies involved in the promotion of the health, wellbeing and safety of children.
- 3.7.1 This policy will outline the procedures we expect to happen if an incident of concern is identified with any child in our school. It will also set out how adults record and communicate concerns and how we will monitor incidents if and when they occur.

4 Staff Responsibilities

4.1 The role of the designated safeguarding lead

- The designated safeguarding lead is always a senior member of staff from the leadership team.
- The Deputy DSL will always be a senior member of staff also. At Bussage C of E Primary there is the DSL supported by one Deputy DSL.

The DSL is guided by two principles:
In accordance with the Children's Act, the welfare of the child is always paramount.
Confidentiality should be respected as far as possible.

A key role of the DSL is to be fully conversant with the procedures of the Gloucestershire Safeguarding Children Board (GSCB), and to ensure that the school takes action to support any child who may be at risk. The DSL must also make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to child protection. The DSL will work closely with the Local Authority Designated Officer (LADO), Children's Services, as well as the GSCB, when investigating any allegations of abuse. All parties involved will handle such investigations in a sensitive manner, remembering all the time that the interests of the child are of paramount importance.

ALL OTHER ADULTS

- 4.1 The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff attend annual safeguarding and child protection training alongside the statutory requirement of 2 or 3 year training in child protection. They also receive any relevant updates via email or staff meetings to keep their skills and knowledge up to date as information comes to the school. This information also informs our staff induction and all policies designed to keep children and staff safe.
- 4.2 All staff have a responsibility to provide a safe environment in which children can learn. It is the job of every member of staff to offer the earliest help to children who feel vulnerable and in need of support.
- 4.4 **Offer of Early Help**
Definition: "Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years" Working Together to Safeguard Children, DfE, March 2015

Our Early Help Offer identifies the need to help our children and families as soon as problems start to emerge, or when there is a strong likelihood that problems will develop in the future. The Gloucestershire Early Help and Targeted Support Service is made up of local teams of

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professionals who deliver practical advice and support to children, young people and their families.

Early help at Bussage C of E Primary School is offered through the following areas in collaboration with other agencies:

- Attendance in school
- Emotional and behavioural needs
- Parenting skills
- Delay in development and learning
- Identification and assessment of special educational needs
- Speech and language delay;
- Domestic abuse;
- Faith abuse;
- Gangs and Youth Violence
- Gender based violence (including FGM)
- Parental mental health;
- Healthy eating and nutrition;
- Child and adolescent mental health;
- Family support including Gloucestershire Families First Plus Team;
- Private Fostering
- Radicalisation
- Trafficking.

The help we offer is delivered by a wide range of professionals including:

- Education Psychologists;
- Early Help Officers;
- Early Help Social Workers;
- Family Support Workers;
- Play workers
- Child mental health specialists including bereavement
- Specialist behavioural support teachers and workers

Process for accessing this service

1. Discuss concerns with the Headteacher as the school approach is to work closely with families and we can hold a TAC meetings (Team Around the Child) so that everyone is clear about what is to be achieved and who takes responsibility for different actions.
2. To start working with any children requires the consent of the family who are involved at every step if possible. The work is confidential and permissions are sought to speak with other relevant professionals on the behalf of families.
3. The Headteacher might make a referral through a CAF (Common Assessment Framework) to the Gloucestershire Early Help and Targeted Support Team if it is felt that any child needs more support than the school has the experience to offer.
4. For pre-school children then the GP, health visitors and children centre staff can all make referrals to the Gloucestershire Early Help Service.

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Key staff

Mr. Ferguson – Head Teacher – Designated Safeguarding Lead

Mrs White – Deputy Head and Head of KS2 – Deputy Designated Safeguarding Lead – Senior Leadership Team

Mrs Trim – SEND lead – Senior Leadership Team

Mrs Austin – School Business Manager – Senior Leadership Team

Mrs Thompson – Governor responsible for Safeguarding

Ed Miller, Claire Thompson – Governors.

PREVENT TRAINING (Channel) – Radicalisation.

All staff have received PREVENT training on how to identify the early stages of radicalisation and what to do. **(see 7.4)**

Child Sexual Exploitation

The Head Teacher has been trained to identify early cases of child sexual exploitation and provided information packs for staff to recognise signs of child sexual exploitation. **(see 7.1)**

Female Genital Mutilation

The Head Teacher has completed training on and provided information packs for staff. Teachers know how to identify if a child may be at risk. They are aware of the countries children may be taken to for this to happen. They know the signs to look for and most importantly how to refer, following the schools safeguarding procedures. **(see 7.3)**

All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

Taking appropriate action means:

- 1. Recognising** when they are concerned about a child because of knowing the different signs of abuse (see **para 5.6** and **Appendix 2**):
- 2. Responding** – all staff **MUST** respond by passing all information on to the **Designated Safeguarding Lead or the Deputy (DDSL) WITHOUT DELAY.**

Staff must then make a written record of their concern as soon as possible (**Appendix 3**). All written records are protected under the Data Protection Act and kept in secure and confidential files.

- 3.** It is not a member of staff's job to **investigate** or **attempt to resolve** the situation. This could include in-depth questioning of a child, colleagues, parents, friends and family.

Investigating does not mean that staff cannot talk to a child, colleagues or parents yet this has to be done in a non-leading way.

If the DSL or DDSL is not available then staff must ring the Children's Helpdesk on 01452 426565 for the most immediate advice.

4.3 Talking and Listening to Children

Do:

- *Be approachable*
- *Listen carefully, uncritically and at the child's pace*
- *Take what is said seriously*
- *Clarify essential information*
- *Reassure*
- *Tell the child what will happen next*
- *Tell the DSL without delay*
- *record on the Concerns record form (Appendix 3)*

Do Not:

- *Investigate*
- *Try to resolve*
- *Promise confidentiality*
- *Make assumptions*

Bussage CofE Primary Learning Detectives are ambassadors of the school who support and expect strong pupil voice. They listen to each others' viewpoints and enhance the high levels of trust built between all adults and children as well as between peers.

4.4 In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

4.5 It is the responsibility of the **Headteacher** to ensure all of the following:

- 4.5.1 that the governing body adopts appropriate policies and procedures to safeguard children in the school;
- 4.5.2 that these policies are implemented by all staff;
- 4.5.3 that sufficient resources and time are allocated for staff to carry out their responsibilities effectively;
- 4.5.4 that all staff and adult helpers in the school are able to voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe.
- 4.5.5 It is important to know that it is the Headteacher's role to inform LADO (not the DSL). At Bussage CofE Primary where the Headteacher is the DSL, then taking action is done so as Headteacher. This means that the Deputy DSL should refer to the Headteacher where possible before ringing LADO.
- 4.5.6 that all staff and adult helpers in the school are able to voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe.

5 Signs of Abuse and Neglect

5.1 All school staff members are aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

5.2 Staff members working with children are advised to maintain 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 interests of the child.

5.3 There are various expert sources of advice on the signs of abuse and neglect. Gloucestershire Safeguarding Children Board (GSCB) will be able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 5.6

5.4 Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to children's social care.

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5.5 A child going missing from an education setting is a potential indicator of abuse or neglect. School and college staff members should follow their procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. More information can be found in this guidance about children who run away or go missing from home or care

5.6 Types of abuse and neglect

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

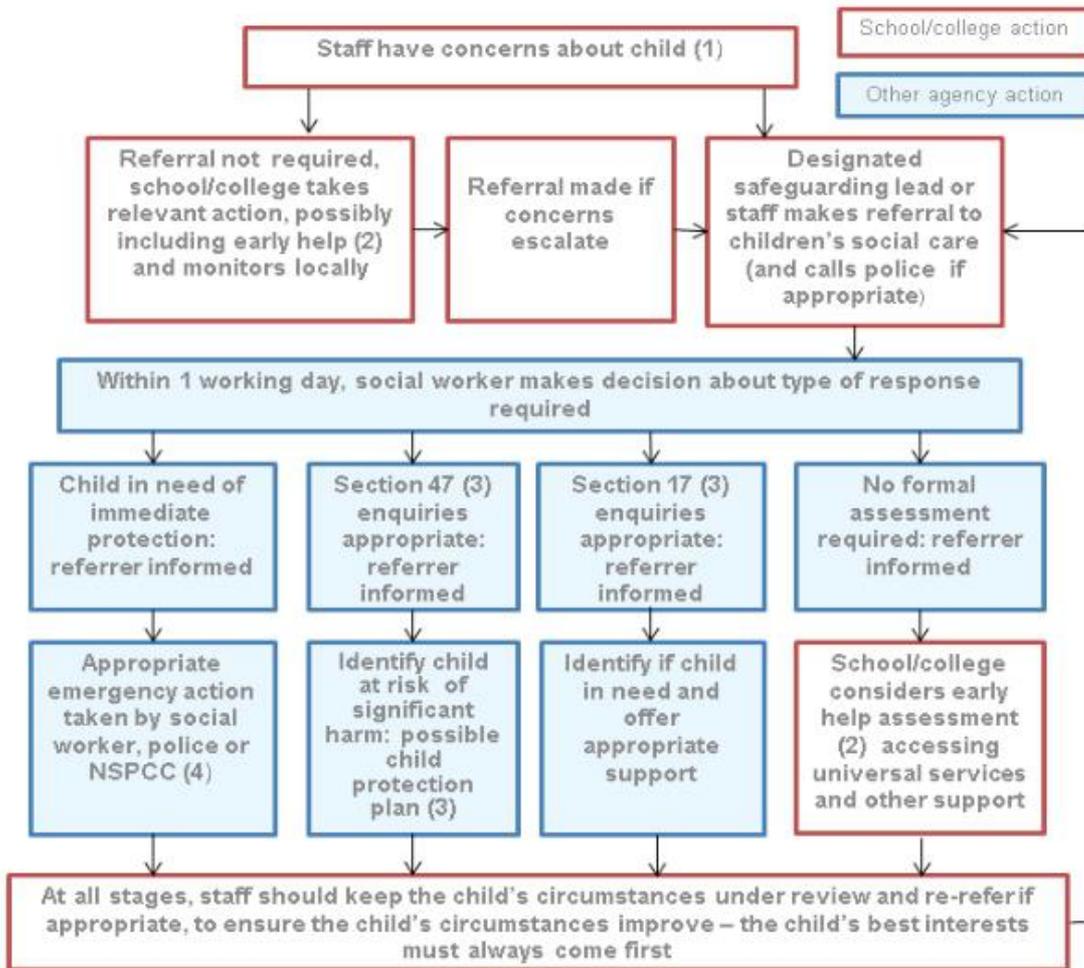
6 Safeguarding Procedures

- 6.1 All staff members should be aware of systems within Bussage Primary School which support safeguarding and these should be explained to them as part of staff induction. Sue Austin is responsible for ensuring all records are maintained and for prompting induction, retraining and updates are up to date.
- 6.2 All staff members always receive appropriate child protection training which is regularly updated every 3 years as a minimum for all staff and 2 years for the DSL and Deputy DSL.
- 6.3 Any action taken by the named DSL when dealing with an issue of child protection must be in accordance with the procedures outlined in the GSCB Child Protection guidelines.
- 6.4 All adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded.
- 6.5 We maintain full and accurate written records of all matters of concern (Appendix 3).
- 6.6 If staff suspect that a child in their class may be a victim of abuse, they should not try to investigate, but shall immediately inform the DSL about their concerns. Abuse can be of a physical, sexual or emotional nature. It can also be the result of neglect. Staff must not keep to themselves any information about safeguarding which a child gives them; they are required by law to pass this information on. The DSL will usually make a referral to the Social Care via the Children's Helpdesk and also the Local Authority Designated Officer (LADO). A written referral will usually make use of the multi-agency referral form.
- 6.7 If a child alleges abuse, the DSL, DDSL or the most senior member of staff acting in their absence will firstly contact Social Care through the Children's Helpdesk. The Children's Helpdesk aid the school in deciding the next course of action for each concern. The Headteacher will follow this up with a discussion with the Local Authority Designated Officer (LADO). This is often without first informing parents and carers. However, in some circumstances parents and carers will be informed first.
- 6.8 In the event that the DSL is unavailable, the Designated DDSL must be informed of any concern or allegation immediately. If the Deputy DDSL is also unavailable, then the Children's Helpdesk must be contacted directly by the member of staff. In all cases, accurate records must be kept of all matters of concern and actions taken.
- 6.9 If a referral is made, the Children's Helpdesk and perhaps LADO will inform the actions to be taken by the school, and a case conference will be held within eight working days. Case conferences offer the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held.
- 6.10 See Section 13 regarding the procedure for dealing with allegations made against staff.

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- 6.11 If staff members have concerns about a child they should raise these with the Designated Safeguarding Lead. This also includes situations of abuse which may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.
- 6.12 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Helpdesk IMMEDIATELY ON 01452 426565. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
- 6.13 It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁴

Actions where there are concerns about a child



Specific Safeguarding Issues

- 6.14 **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- 6.15 **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), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
- 6.16 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.
School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:
- Bullying including cyberbullying
 - Children missing in education – and Annex A
 - Child missing from home or care
 - Child sexual exploitation (CSE) – and Annex A
 - Domestic violence
 - Drugs
 - Fabricated or induced illness
 - Faith abuse
 - Female genital mutilation (FGM) – and Annex A
 - Forced marriage – and Annex A
 - Gangs and youth crime
 - Gender-based violence/violence against women and girls (VAWG)
 - Hate <http://educationagaisthate.com>
 - Mental health
 - Missing children and adults
 - Private fostering
 - Preventing radicalisation – and Annex A
 - Relationship abuse

7.1 Child Sexual Exploitation:

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by

gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Any evidence of sexual exploitation requires inter-agency working as mandatory <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

7.2 Child Missing from Education: All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing. A child going missing from education is a potential indicator of abuse or neglect and staff should follow the school's procedures for dealing with children that go missing from education.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register.

All pupils must be placed on both registers

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)¹⁰.

7.3 Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines⁵ referred to previously. Staff should activate local safeguarding procedures.

7.3 using existing national and local protocols for multi-agency liaison with police and children's social care.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

7.4 Preventing Radicalisation

Protecting children from the risk of radicalisation is part of our safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to 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. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Prevent Duty Training has been undertaken by all staff and relevant governors. 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

As with other safeguarding risks, staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent

We have a duty known as the Prevent duty which means that we will always assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means we can demonstrate we have both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. We follow our safeguarding and early help procedures for protecting children at risk of radicalisation.

- The Governors work with the Local Safeguarding Children Board to ensure our approach to Prevent supports the very best and most urgent practice.
- Effective engagement with parents / the family is considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools will discuss any concerns in relation to possible radicalisation with a child's parents in line with our early help and this safeguarding policy and procedures to make sure no child is at risk
- Prevent training has been undertaken by the DSL as well as Governors including the Governor responsible for safeguarding. All staff are kept fully aware of Prevent through regular in-house training and updates
- The department has also published advice for schools on the Prevent duty and this has been shared with all staff.

7.5 Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage

Actions (see 7.3)

FGM mandatory reporting duty (see 7.3)

7.6 Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties or where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

7.7 Hate

The Government has launched [educate against hate](#), a website designed to equip us as teachers and parents with the information, tools and resources necessary to recognise and address extremism and radicalisation in young people. The website provides us with information and training resources.

7.8 Peer on peer abuse

- All staff are aware of the potential for peer on peer abuse.
- Sexting or youth produced sexually imagery can be a form of peer on peer abuse. 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves. 'Sexual' relates to the content which will often involve nudity. 'Imagery' covers both still photos and moving videos.

8 Physical Restraint

- 8.1 There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in the DCSF circular 10/98 on The Use of Force to Control or Restrain Pupils. The Headteacher will require the adult(s) involved in any such incident to report the matter to him or her immediately, and to record it in the Interventions Book.

9 Teaching and Learning

- 9.1 Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.
- 9.2 We will teach in such a way as to encourage pupils to be able to voice their opinions and develop their own self confidence. We aim to build strong and caring relationships with all our pupils. In so doing we hope to provide our pupils with the skills necessary to be able to bring to the attention of any adult working in the school any matters of concern they may have. We will always take seriously any safeguarding issues drawn to our attention by any pupil.
- 9.3 We will make sure that all school activities are carried out safely. Whenever appropriate teachers will make risk assessments before activities go ahead. (See our Off-sites policy for more details).

9.4 Teachers will make sure pupils are given clear safety instructions whenever they are engaged in activities that have potential risks, such as using an oven or handling science equipment.

9.5 Some job responsibilities necessitate intimate care, such as assisting young children with toileting; personal care; the administration of first aid or medication; one to one situations. Additional guidance for these instances is provided in the document “*Guidance for Safer Working Practice for Adults who Work with Children and Young People*”. A link is provided in Section 1.3 of the Safeguarding Policy.

9.6 Anti-bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under the child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or difference/perceived difference are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.

9.7 Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under children protection procedures. We keep a record of racist incidents and report any to the LA.

9.8 Looked after children

- All school staff have an awareness of looked after children and receive appropriate training to deal with concerns. The teacher responsible as the designated teacher for LAC is Andrew Ferguson (Head)

9.9 Children with special educational needs and disabilities

Children with special education needs (SEN) sometimes face additional safeguarding challenges, which are dealt with on an individual basis as required through MyPlan +

10 Confidentiality

10.1 We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We only pass information on to appropriate persons.

10.2 We comply with the government requirements set out in DHS Circular LA 83/14, and by the LA, with regard to confidentiality. The files we keep on children are open to those children's parents or carers. Information from third parties will not be disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse (see DCSF Circular 16/19). Working notes are not subject to disclosure, but will be summarised and then kept on file. These guidelines of ours are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989.

11 Online Safety

11.1 We will promote the benefits of modern technology to aid learning but we also are aware of the dangers that can be encountered by pupils when accessing the internet or using technology. All staff, children and visitors to the school must adhere to the Online Safety Policy.

11.2 The children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social, health and economic education (PSHE), and through sex and relationship education (SRE).

12 Staff Recruitment and Continuing Professional Development

12.1 The person chosen as lead for safeguarding matters needs to have regular training and development opportunities so their skill and competence level remains high. They must also attend multi-agency training so that our school maintains effective working relationships with all other agencies.

12.2 All adults in the school receive regular training to raise their awareness of safeguarding issues, and to improve their knowledge of safeguarding procedures that have been agreed by the local Safeguarding Board. The maximum period of time before refresher training must take place is three years. The DSL will keep a record of when staff have received training. All new staff appointed to the school will be given safeguarding induction training in the first week of the take up of their appointment. A record of induction will be kept for audit and inspections purposes. All staff will be given a copy of the Safeguarding Quick Reference Guide and they will sign to say they have read and understood the expectations of them.

12.3 We will do all we can to ensure that all those working with children in our school are suitable to do so. This involves scrutinising applicants, verifying their identity and obtaining references, as well as the mandatory checks from the Disclosure and Barring Service (DBS) for checks.

The governing body makes every effort to prevent people who pose a risk of harm from working with children by ensuring that all statutory responsibilities to check staff who work with children are met. If necessary Governors will ask for any checks beyond what is required and ensure volunteers are appropriately supervised. The school has written recruitment and selection policies and procedures in place.

At least one person on any appointment panel has undertaken safer recruitment training. The members of the Governing Body who have the latest training in safer recruitment are **Claire Thompson and Ed Miller**.

13 Allegations Against Staff

- 13.1 A concern about a member of staff or volunteer working with children could amount to:
- a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child; or
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- 13.2 The concern must first be reported to the most senior member of school staff available, who is not implicated in the allegation. It is the responsibility of that senior member of staff to inform the Headteacher or, in the case of the allegation being against the Headteacher, the Chair of the Governing Body as soon as is possible and to follow the instructions given below.
- 13.3 If an allegation is made against a member of the school staff (or a volunteer helper), it will always be investigated by Andy Ferguson, Headteacher or, in the case of the allegation being against the Headteacher, by the Chair of the Governing Body which is Ed Miller.
- 13.4 Complete a written record of the nature and circumstances surrounding the concern including any previous concerns held. Include where the concern came from and brief details only.
- 13.5 Before any investigation takes place, the matter must always be referred to the LADO and advice sought as to the appropriate course of action. LADO is responsible for offering advice on actions to be considered for accused or offending adults. The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues. 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 the Headteacher or Chair of Governors will be invited. This might result in a criminal investigation, a Social Care investigation or 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 the school if necessary.
- 13.6 If it is felt, after the Initial Discussion with the LADO and any subsequent investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the LADO on these matters, and comply with national and locally agreed guidance.
- 13.7 *Further meetings might be required and these will be convened by the LADO with the input of the Headteacher or Chair of Governors, at all times. Further info can be found in DfE Document *Keeping Children Safe in Education 2014* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KC_SIE_gdnce_FINAL.pdf*

13.8 Advice on Whistleblowing

The NSPCC Whistleblowing Advice Line

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

offers everyone useful advice on how to report concerns

Appropriate whistleblowing procedures are in place, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school senior leadership team.

Where a staff member feels unable to raise an issue with the head teacher and feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 0280285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

14 The Leadership and Management of Safeguarding

- 14.1 All members of staff have a part to play in ensuring that our pupils are safe and that their wellbeing is supported. The overall responsibility for safeguarding issues is the Headteacher although this may be delegated to the DSL (if not the Headteacher) or Deputy DSL on a day to day basis.
- 14.2 The DSL will have responsibility for maintaining accurate records of all incidents and liaising with external agencies. They will also oversee the training programme for all staff and ensure that staff are kept up to date with all relevant safeguarding policy matters, keeping a record of when staff have received training. The DSL will always have accessible copies of:
- the school Safeguarding Policy, Autumn 2017
 - Guidance For Safer Working Practices, September 2016
 - Safeguarding Quick Reference Guide
 - Keeping Children Safe In Education, September 2016.
- 14.3 The Headteacher will retain responsibility for all matters of staff recruitment and related safeguarding issues such as the appropriate DBS checks and reference documentation are obtained when employing staff.
- 14.4 The Governing Body will oversee the Safeguarding Policy and has a Nominated Safeguarding Governor, Claire Thompson who is responsible for working with the Headteacher and DSL on related matters. See Section 16, Designated Persons and Contacts.

15 Monitoring and Review

- 15.1 The governing body will ensure that the school has a senior member of staff designated to take lead responsibility for dealing with safeguarding issues as DSL. Governors will regularly monitor and review any incidents detailed in the interventions book, while a named governor participates in the school's training with regard to child protection procedures.
- 15.2 This policy shall be reviewed annually by the governing body.
- 15.3 An annual Safeguarding audit shall be performed by the DSL in liaison with the nominated Safeguarding Governor, in accordance with the requirements of the Gloucestershire Safeguarding Children's Board (GSCB).
- 15.4 The policy will be monitored on an annual basis through the Headteachers' report to governors.
- 15.5 All governors will be checked through DBS.

16 Designated Persons and Contacts

Staff:

Designated Safeguarding Lead (DSL) - Mr. Andrew Ferguson, Headteacher
Deputy DSL – Mrs. Zoe White, Deputy Headteacher

Governors:

Nominated Safeguarding Governor – Mrs. Claire Thompson
Chair of Governors – Mr. Edward Miller

Local Authority:

Children's Helpdesk (Social Care) and first point of contact – 01454 426565
Local Authority Designated Officer (LADO) – 01452 426994

Useful addresses: www.gscb.org.uk
DfE employers access online

17 Safeguarding Notices

The following notice shall be displayed in the office for the information of Staff and Visitors: (See Appendix 4).

All staff will also have copies of the Safeguarding Quick Reference guide (Appendix 5), Signs of Abuse (Appendix 2) and the Concerns Record form (Appendix 3).

All volunteers will be given copies of the Safeguarding Quick Reference guide.

Appendix 1



DESIGNATED SAFEGUARDING LEAD (DSL) JOB DESCRIPTION

The Designated Safeguarding Lead (DSL) is the Headteacher, Mr Andrew Ferguson. He has a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.

Vision and Purpose

- To lead in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the setting, ensuring that the CP Policy is reviewed annually by the Governing Body.
- To undertake appropriate Child Protection Training every 2 years in order to:
 - Understand the assessment process for providing Early Help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how the LA conducts Child Protection Case Conferences and be able to attend these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's Child Protection Policy and Procedures, especially new and part time staff.
- To work directly with children in need and their families:
 - In the community in order to promote, strengthen and develop the potential of parents and their children in order to prevent children becoming looked after and/or suffering significant harm.
- To encourage a culture of everyone being approachable and listening well to children and taking account of their wishes and feelings on any measure the school might have taken to protect them.

Areas of responsibility:

Policy and Procedure of the DSL will:

- act as a champion of the school's safeguarding policy and procedures by ensuring all staff have access to and understand them.
- induct new members of staff with regard to the school and CP safeguarding policies and procedures.
- ensure the school safeguarding policy is updated and reviewed annually.
- ensure parents see copies of the safeguarding policy to avoid potential conflict later.
- ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Code of Conduct.

Reporting concerns by the DSL will:

- recognise how to identify signs of abuse and when to make a referral
- respond appropriately to disclosures or concerns relating to the well-being of a child
- refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information
- liaise with the Head Teacher to inform them of any issues and ongoing investigations
- ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely.
- when pupils move school, ensure their safeguarding file is sent to the new establishment immediately and securely

In Multi Agency working the DSL will:

- ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored
- attend and contribute effectively to Child In Need meetings, Child Protection conferences, planning and review meetings; including those taking place out of normal working hours
- liaise and coordinate with colleagues and outside organisations regarding the Common Assessment Framework; acting as Lead Professional as appropriate
- ensure that actions resulting from meetings are SMART and that they are carried out in a co-ordinated way; making the difference which was anticipated

Training from the DSL will:

- ensure all staff have safeguarding induction and frequent updates so that they are able to recognise and report any concerns immediately.
- attend relevant training on an annual basis to reinforce and enhance Safeguarding knowledge and practice
- represent the school at Designated Leads meetings and disseminate the information to colleagues

Knowledge and skills of the DSL will:

- act as a source of support, advice and expertise within the school
- have a working knowledge of how the Gloucestershire Local Safeguarding Children Board operates
- ensure that staff members are following up to date procedures in line with National and Local expectations
- act with integrity; maintaining confidentiality at all times
- undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job
- ensure that the Section 175 Audit published by Gloucestershire Safeguarding Children Board (GSCB) is completed annually and returned by deadline and reviewed regularly

JOB SPECIFICATION

Experience

1. Demonstrable experience of working effectively with vulnerable children/young people in education.
2. Experience of managing child protection cases and investigations.
3. Extensive experience of working effectively with the parents/carers of children/young people.
4. Experience of working effectively with a range of professionals to promote children's/young people's learning and welfare.
5. Experience of working with a range of agencies to support children/young people.

Skills/Abilities

6. Ability to write SMART action plans for pupils, maintain accurate records and write other short reports as required.
7. Ability to work on one's own initiative, balance competing priorities and organise a work schedule.
8. Ability to motivate children/young people by establishing empathetic and supportive working relationships.
9. Ability to work as part of a team to reach agreed targets and outcomes for children/young people.
10. The ability to use word processing packages and the internet.
11. Experience of working with children including work within Safeguarding, CAF and Multi Agency liaison for at least three years.

Equality Issues

12. A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of pupils from minority ethnic communities.

Specialist Knowledge

13. Demonstrable knowledge of the principles involved in giving advice and guidance to children/young people, including the place of confidentiality.
14. Knowledge of the responsibilities of agencies towards vulnerable children such as Child Protection Procedures and intervention work.
15. Demonstrable knowledge of the range of additional support/agencies which can be of assistance to vulnerable pupils and families.
16. Knowledge of the "Levels of intervention" framework.
17. Ability to summarise clearly and concisely and articulate concepts and proposals.
18. Ability to produce concise and complex reports.

Education and Training

19. Suitable qualifications at degree level and a willingness to undertake further training.

20. Evidence of relevant training including CAF and safeguarding training.

Other Requirements

21. Ability to travel to meet work commitments.
22. Ability to work flexibly and attend evening and early morning.
23. Self-motivated and able to prioritise a demanding workload.
24. To be professionally assertive and clear thinking, able to negotiate.
25. To be able to operate as part of a team.
26. A full valid driving licence and the use of a car.

Appendix 2

Types of abuse and neglect

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or

treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding Concerns Record Form			
<i>Date:</i>		<i>Reporting adult:</i>	
<i>Time:</i>			
<i>Child's name:</i>	<i>DOB</i>	<i>Class</i>	<i>Adult response:</i>
<p><i>Factual account of what the child says happened</i></p> <ul style="list-style-type: none"> - use the child's own words - where did this happen - any explanations needed to understand the story? 			
Name of adult making the record		Date and time of the record	
Job title			
Signature			

The welfare and safety of children who attend our school is our paramount concern. All adults in our school share responsibility for keeping our children safe.

The school has a Safeguarding Policy, which is available from the school office, or can be found on the school website. The Policy includes procedures and contacts.

If you have any concerns about the safety of a child you should immediately inform the school's Designated Safeguarding Lead (DSL) who is Mr Ferguson, Headteacher; or the Deputy DSL who is Mrs White, Deputy Headteacher; or the most senior member of staff available.

What should I do if the alleged abuser is a member of staff working with children?*

If your concern is about a staff member or volunteer, you should report this to the most senior person not implicated in the concern, so in most cases the Head Teacher. If however your concern is about the Head Teacher, you should report this to the Chair of Governors. Contact details can be found on the back of this leaflet. The senior person will then contact the Local Authority Designated Officer (LADO) on 01452 426994 for a discussion.

How do I ensure my behaviour is always appropriate?

Please ask a member of the Senior Leadership Team for school guidance regarding Safer Working Practice. The DCSF have produced guidance entitled 'Safer Working Practice for Adults who work with Children and Young People in Education Settings' (2009) which can be found on the GSCB website:

www.gscb.org.uk

CONTACTS

The school has a Safeguarding Policy and a copy is available from the files in staffroom and school office:

In line with this, regardless of the source of harm, you **MUST** report your concern.

Head Teacher: Mr Andrew Ferguson

Your Designated Safeguarding Lead (DSL) is Mr Andrew Ferguson

Your Deputy DSL is: Mrs Zoe White

Contact your DSL or DDSL via the school office on: 01453 883205

Your Chair of Governors is:

Mr Edward Miller

Contact him through the School office.

Your Safeguarding Governor is:

Claire Thompson

Contact her on: 07766 314011



SAFEGUARDING CHILDREN QUICK REFERENCE FOR NEW SCHOOL STAFF or VOLUNTEERS

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

Providing a safe environment, identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action.

This leaflet has been given to you to make sure you understand what is expected of you.

Please seek advice from your Designated Senior Lead (DSL) for Child Protection if you are unclear about anything in this leaflet and keep it in a safe place.

When and what might I be concerned about?

At any time you might be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm.

You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

Harm to a child can be caused by:

- A parent/carer
- A family member/friend
- Another child
- A stranger
- A member of staff/volunteer*

What should I do if a child discloses that s/he is being harmed?

1. Listen

Listen carefully to what is being said to you, do not interrupt.

2. Reassure

Reassure the pupil that it is not their fault. Stress that it was the right thing to tell. Be calm, attentive and non-judgemental. Do not promise to keep what is said a secret. Ask non-leading questions e.g. (who, what, when, why and how) to clarify if necessary.

Then follow the steps in the flowchart to the right.

The information you have may not be enough on its own for a Child Protection referral, however it will help your DSL to make a decision about risk of harm to the child.

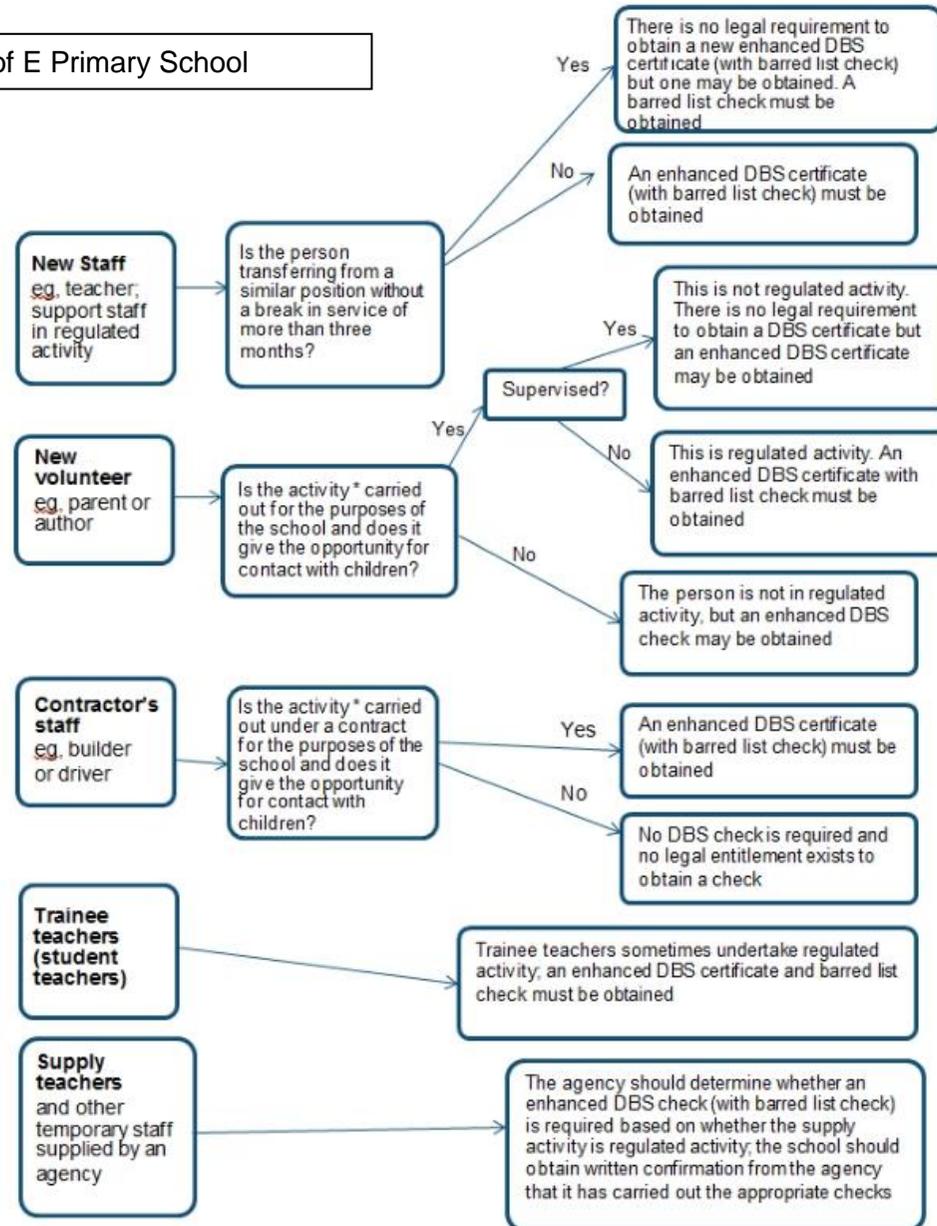
What must I do?

Share your concerns verbally with the Designated Safeguarding Lead/Deputy DSL without delay. (or Head Teacher/Chair of Governors where appropriate*).

Make a written record (using the child's own words), sign and date it.

Pass the written record to the DSL/Deputy DSL (where appropriate*) without delay.

DBS Process at Bussage C of E Primary School



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'