



Safeguarding Policy (previously known as Child Protection)

Godinton Primary School

March 2016

Approved by the Governing Body Strategy Group 23/03/16

This Policy is due for renewal in Term 4 2016-2017

Godinton Academy Trust is a charitable company limited by guarantee and registered in England and Wales with company number 9404783. The registered office is at Lockholt Close, Ashford, TN23 3JR.

1. INTRODUCTION and AIMS

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education DFE 2015 (KCSIE)
- Working Together to Safeguard Children DFE March 2015 (WTSC)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- Kent and Medway Online Safeguarding Children Procedures (2014) – accessed online at <http://www.proceduresonline.com/kentandmedway/> (amendments included)
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This documents are available to staff, on the school network.

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements have regard to any guidance issued by the Secretary of State.

The Governors and staff of Godinton Primary School take seriously our responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess and support those children who are suffering harm or who are at potential risk of harm.

The Designated Safeguarding Lead (DSL) who has overall responsibility for safeguarding practice in the school is Jillian Talbot (Deputy Headteacher). The Governor responsible for Child Protection is Simone Williams-King. Jim Holditch (Headteacher) has also completed DCPC training.

The school acknowledges Ofsted's definition of safeguarding as: "Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted April 2015)

We are aware that child protection and safeguarding are fundamental to the welfare of all children in our care. This Policy, therefore, should be read in conjunction with the wider safeguarding policies and guidance documents as listed below. These are available for school staff on the school network. Where indicated, policies are also available for parents on the school website, and where not, a copy can be obtained from the school office.

Available on the school website (www.godinton.kent.sch.uk)

- E-Safety Policy

- Behaviour Management Policy
- Anti-Bullying Policy
- Sex Education Policy
- Racial Equality Policy
- Use of Photographic Images of Children Policy
- Drug Policy
- Personal Care Policy
- Prevent (Radicalisation and extremism) Policy
- Health and Safety Policy
- Medical Needs and First Aid Policy
- Safer Recruitment Policy
- Whistle-Blowing Policy

Further policies available on request from the school office:

- Children in Care Policy
- Classroom Volunteers
- Educational and Community Visitors

Further Guidance for School Staff, in addition to documentation outlined in paragraph one (available on the school network):

- 'What to do if you are Worried About a Child Being Abused' (DfE March 2015)
- Information Sharing advice for safeguarding practitioners (DfE March 2015)
- Kent and Medway Inter-Agency Threshold Criteria for Children in Need (September 2015)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff (October 2015)
- Education and Young People's Services Directorate – Guidelines for safeguarding Record Keeping in Schools (July 2015)
- Use of Reasonable Force (DFE July 2013)
- 'Holding Safely' – A Guide for Physically Restraining Children and Young People (2011)
- Searching Screening and Confiscation (February 2014)
- Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff (KCC July 2015)
- Photography in Schools (2012)
- KCC Education Safeguarding Team - Child Protection Dealing with disclosures in school (June 2015)
- KCC Education Safeguarding Team – Supervision Guidance (2013)
- KCC Education Safeguarding Team – Safeguarding procedures for Managing Allegations Against Staff within Schools and Education Settings (September 2015)
- KCSB guidance on the Prevent Strategy (available online at: <http://www.kscb.org.uk/guidance/extremism-and-radicalisation2>)
- Disqualification Under the Childcare Act 2006 (February 2015)
- KCSB - Safer Recruitment and Employment (Practice Guidance on Minimum Standards) (September 2014)

- Female genital mutilation – information for school staff (see appendix 2)
- Child sexual exploitation – information for staff (see appendix 2)
- DOH (2009) “Safeguarding Disabled Children – Practice Guidance”
- Teachers Standards 2012
- KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People (2010)

The Designated Safeguarding Lead / Head Teacher ensure annual reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

1.1 Ethos

Godinton Primary School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Godinton Primary School is committed to:

- Maintaining children’s welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don’t feel safe and identify who they might / can talk to
- Providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- Ensuring all steps are taken to maintain site security and student’s physical safety
- Working with parents to build an understanding of the school’s responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations

- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies

2. RESPONSIBILITIES

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools form part of the wider safeguarding system for children and all staff have a responsibility to provide a safe environment in which children can learn.

All school and college 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.

All adults in school have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

The Designated Safeguarding Lead (DSL) has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. This includes

- Acting as a consultant for staff to discuss concerns
- Maintaining a confidential recording system
- Co-ordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Managing and monitoring the school's part in Early Help / Child in Need / Child Protection plans
- Organising training for all school staff

The Governing Body and school Leadership Team will ensure that the DSL is properly supported in this role at a time and resource level.

The welfare and safety of children however are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead(s).

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

The nominated governor for Child Protection will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

The policy for Child Protection is available on the school website. Attention is drawn to the school's policy in the Parents' Handbook and in the school document 'In Safe Hands' which outlines all the school's policies relating to safeguarding, both of which are available on the school website's safeguarding pages.

3. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Godinton Primary School adheres to the KSCB Safeguarding Children procedures (2014). The full KCSB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kcsb.org.uk

Additional guidance as outlined in section 1 is available on the school network. Staff have their attention drawn to these documents during safeguarding training.

All staff are provided with a copy of part one of the DfE guidance "Keeping Children Safe in Education" covering Safeguarding information as part of their safeguarding training.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services. To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser. Advice may also be sought from the Early Help Coordination Team or Specialist Children's Services (SCS) Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

New referrals to Services will be made using the agreed process i.e. the Early Help Notification form or inter-agency referral form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. Concerns for children who are already known to Services will be passed to the allocated worker / Team.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.

On very rare occasions, it may be necessary to act quickly, for example, to protect a child from a drunken or violent parent. In these circumstances, it would be appropriate to telephone the police immediately.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team (South Kent: Kroner House, Eurogate Business Park, Ashford, Kent, TN24 8XU Tel:03000 415648) or Specialist Children's Services (Central Duty Team (CDT): Tel no: 03000 41 11 11)

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguards Team or the local Specialist Children's Services Team (numbers as above) who will be able to discuss the concern and advise on appropriate action to be taken.

Where the needs of the child are not felt to be significant enough to warrant a referral to social services, the school may consider completing an Early Help Notification. This will help to centralise agencies which may be able to work alongside the family to support the needs of the children. The school may also consider delivering its own programme of support for the child and/ or parents. This may include the involvement of the school's Pastoral Support Team, which includes Tracey Jones the Family Liaison Officer.

3.1 Recognition and categories of abuse

All staff in school are aware of the definitions and signs and symptoms of abuse. There are four categories of abuse. These are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

It is also now acknowledged that a child witnessing domestic violence is also considered to be a victim of abuse.

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 of this document. Staff should also refer to Part 1 Keeping Children Safe In Education and “What to do if You’re Worried A Child Is Being Abused”.

Staff need to remember that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Future training for staff will also develop their understanding of radicalisation and extremist behaviour and the impact that this has on pupils. If staff have concerns or it is suspected that pupils are vulnerable, they will inform the DSL and Kent Police PREVENT team. Further details of the school's response to the National Prevent Strategy are outlined in the school's Prevent Strategy Policy.

3.2 Responding to concerns / Disclosures

Concerns for a child or young person may come to the attention of staff in a variety of ways for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person however insignificant this might appear to be must discuss this with the DSL as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff they will:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)

- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk. Staff must ensure that they do not promise a child that information disclosed to them will remain secret or confidential.
- Record the conversation as soon as possible by completing a 'Cause for Concern' form and if necessary indicating injuries on a body map. These forms are available from the DCPC and are in the staff room.
- Inform the DCPC

3.3 Record keeping

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on an 'Cause for Concern' sheet, copies of which are kept in the staff room and are available from the DSL. Body maps are also available. These are photocopied on fluorescent paper. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and are only shared on a 'need to know' basis. Forms must be returned to the DSL without delay. The DSL will then decide on the most appropriate response to an incident.

3.3.1 Information to be recorded on a 'cause for concern' record sheet

- Child's name and date of birth
- Child in normal context, e.g. behaviour, attitude, (has there been an extreme change)
- The incident(s) which gives rise for concern with date(s) and times(s)
- A verbatim record of what the child or young person has said.
- If recording bruising/injuries indicate position, colour, size, shape and time on body map.
- Action taken (this section may be completed by the DCPC)

These basic details are vital to the information gathering process and do not constitute an investigation. The Headteacher should always be kept informed of any significant issues.

3.3.2 Storage of records

The DCPC will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with safeguarding policy and guidance. The school follows KCC's Children's Safeguarding Unit's 'Guidelines for Safeguarding Record Keeping in Schools – July 2008' for all procedures connected with record keeping. A copy of this guidance is available from the DSL. All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher.

3.4 The Child Protection Plan / Child in Need Plan

The DSL will inform members of staff who have direct pastoral responsibility for children and young people who are subject to a child in need or child protection plan. These children and young persons must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DSL or the Headteacher in the DSL's absence. The DSL or a member of the School's Management Team will be responsible for reporting or attending all child protection case conferences, Child in Need meetings and core group meetings and for liaising as required with all outside agencies.

3.5 Working with Other Agencies

Godinton Primary School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise a crucial part of this may be in supporting the child while these take place.

Godinton Primary School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family.

The School Leadership Team and DCPC will work to establish strong and co-operative relationships with relevant professionals in other agencies.

3.6 Confidentiality and Information Sharing

We recognise that all matters relating to child protection are confidential. The Headteacher or DSL will disclose any information about a pupil 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 promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on dealing with disclosures can be found in the document "Child Protection - Dealing with Disclosures in School" and in Appendix 2. DfE Guidance on Information Sharing (published March 2015) provides further detail.

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

All adults working in school are made of the school's confidentiality policy.

3.7 Positive Handling

Staff receive positive handling training in school. In the event that staff should restrain a child a 'Restraint Record Form' should be completed and passed onto the Headteacher. Parents / carers are also informed. Further information for staff about positive handling can be found on Kelsi in the document 'Holding Safely – A Guide for Physically Restraining Children and Young People.'

4. INDUCTION AND TRAINING

All school-based staff will be offered an appropriate level of safeguarding training. This will include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the DSL in line with government guidance that currently requires this to be updated every three years.

The nominated governor should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A

summary information sheet is available to be given to staff and volunteers to support this process.

The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

5. CODE OF CONDUCT

All school staff must ensure that they do not to place themselves in a vulnerable position with regard to child protection and are required to work within clear guidelines on Safe working practice.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations.

Our code of practice for all staff outlines areas such as:

- Out of school contact with pupils.
- Physical contact with pupils.
- Personal care of pupils.
- Relationships and attitudes.
- Extra curricular activity.
- Reporting of incidents.
- Risk Assessment and lone working
- Use of e-mail and mobile phones

and follows guidance from the document 'Guidance for Safe Working – Practice Adults who work with children and Young People' (DCSF October 2015) which staff must adhere to. The Teacher Standards document (2012) also provides a clear outline of expectations.

There are times in the school day when a child may try to hold hands with a member of staff or to give them a hug. The staff approach these gestures with sensitivity and with appropriate attention to safer working practice. Sometimes a child may need to have their hand held and sometimes staff may need to appropriately comfort a child who is distressed (e.g. an arm around the shoulder). In all circumstances physical contact with a pupil must be:

- Warranted
- Proportionate
- Safe
- and applied equitably.

Adults working with children are in a position of trust in relation to all pupils on roll. The relationship between a person working with children is one in which the adult has a position of power or influence. All actions by members of staff in school must take this into consideration.

The school has a separate policy for intimate care which should be read in conjunction with this policy.

Physical restraint should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of Kent's 'Holding Safely – A Guide for Physically Restraining Children and Young People' and the school's own Behaviour Management Policy and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided. Further guidance on this is available from the DSL.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People, the school's e-Safety Policy and Acceptable Use Policy and the KSCB document : Safer Practice with Technology – Guidance for Adults who Work with Children and Young People.

5.1 Concerns involving members of staff

Godinton Primary School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher who will first contact the LADO (Local Authority Designated Officer) to agree further action to be taken in respect of the child and staff member.

All staff need to be aware of the school's Whistleblowing policy and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

5.2 Supervision and Support

Our procedures for managing allegations against staff follow the guidance in the document 'Keeping Children Safe in Education – July 2015' (which replaces 'Dealing with Allegations of Abuse against teachers and other staff -DFE October 2012) which is available on the network or from the DSL. For specific guidance on how to respond to allegations against staff, please refer to the KCC document Child Protection Procedures for Managing Allegations Against Staff (October 2015) and the school's whistleblowing policy.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with which they can discuss concerns including the area of child protection.

New members of staff are made aware of child protection procedures as part of their induction. Volunteers and students on work experience placements or completing teacher training placements are also made aware of child protection procedures from an appropriate member of staff.

The DSL or Human Resources Manager can put staff and parents in touch with outside agencies for professional support if they so wish. A support telephone line is also available for staff.

5.3 Complaints

The school has a Complaints Procedure available to parents, pupils/students and staff who wish to report concerns. This can be found on the school website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations Against Staff.

6. SAFER RECRUITMENT AND VETTING

Godinton Primary School is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and Senior Management Team are responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The school has a Safer Recruitment policy which outlines the steps taken by the school to safeguard the welfare of pupils by ensuring only those adults who are deemed suitable to work with children do so. To achieve this interview panels will include at least one person trained in the safer recruitment process. References sought will be carefully scrutinised to highlight any areas of concern. Interview panels will ensure candidates are asked one specific safeguarding question during the interview. Relevant DBS (disclosure and barring service) checks will be made on all staff employed by the school, on parent volunteers and any other adults with regular contact with our children.

The document DfE guidance Keeping Children Safe in Education 2015 (KCSIE), is used to inform the school's policy on safer recruitment.

Safer Recruitment training is completed by the DSL, the Headteacher, The Human resources Manager and the Chair of Governors.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002,

paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011. This is known as the school's procedures for disqualification by association.

7. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

The school has a visitor's policy which outlines the above in greater detail.

8. SECURITY

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

9. CURRICULUM AND STAYING SAFE

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Godinton Primary School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and

feedback about their school experience. Children at Godinton Primary School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

Child Protection issues are addressed through the curriculum, policies and guidance and through school/community initiatives.

This includes:

- PHSE lessons
- Behaviour Management strategies
- Community initiatives
- Anti-Bullying Strategies
- Care Plans/Education Plans
- Complaints Procedures
- Health and Safety
- E Safety
- Extra-Curricular Activities
- Playtime Buddies
- Pastoral Support Groups
- E Safety events
- Pupil Questionnaires

9.1 Online Safety (e-safety)

The school has clear e-safety guidelines and procedures. The DSL is also the Online Safety Coordinator. The school has a separate policy for online safety which should be read in conjunction with the child protection policy. A selection of guidance materials are available from the DSL.

The school also has a separate policy for taking photographic images of children.

9.2 Foundation Stage

The principles and procedures outlined in this policy refer to all children within the school including those in the Foundation Stage. The school ensures that the statutory welfare requirements of the EYFS are applied to the Foundation Stage.

10. EQUAL OPPORTUNITIES AND RACIAL EQUALITY

All school policies have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim. We promote race equality in our approach in dealing with child protection issues.

11. CHILDREN IN CARE

The interests of children in care (CIC) are considered in the implementation of this policy.

12. MONITORING AND REVIEW

All school personnel will have access to a copy of this policy and will have the opportunity to consider and discuss its contents prior to the approval of the Governing Body being formally sought.

This policy has been written to reflect the guidance and legislation issued in relation to safeguarding children and promoting their welfare within schools.

This policy is available on request for all parents and is available on the school website.

This policy and our procedures for child protection will be reviewed annually.

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments contributing to this process.

Appendix 1

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. It should be noted that abuse can be carried out by men, women and children.

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.

Signs that MAY INDICATE Sexual Abuse

Sudden changes in behaviour and school performance
Displays of affection which are sexual and age inappropriate
Self-harm, self-mutilation or attempts at suicide
Alluding to secrets which they cannot reveal
Tendency to cling or need constant reassurance
Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
Distrust of familiar adults. Anxiety of being left with relatives, a child minder or lodger
Unexplained gifts or money
Depression and withdrawal
Fear of undressing for PE
Sexually transmitted disease
Fire setting

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.

Signs that MAY INDICATE physical abuse

Bruises and abrasions around the face
Damage or injury around the mouth
Bi-lateral injuries such as two bruised eyes
Bruising to soft area of the face such as the cheeks
Fingertip bruising to the front or back of torso
Bite marks

Burns or scalds (unusual patterns and spread of injuries)

Deep contact burns such as cigarette burns

Injuries suggesting beatings (strap marks, welts)

Covering arms and legs even when hot

Aggressive behaviour or severe temper outbursts.

Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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.

Signs that MAY INDICATE emotional abuse

Over reaction to mistakes

Lack of self-confidence/esteem

Sudden speech disorders

Self-harming

Extremes of passivity and/or aggression

Compulsive stealing

Drug, alcohol, solvent abuse

Fear of parents being contacted

Unwillingness or inability to play

Excessive need for approval, attention and affection

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.

Signs that MAY INDICATE neglect.

Constant hunger

Poor personal hygiene

Constant tiredness

Inadequate clothing
Frequent lateness or non-attendance at School
Untreated medical problems
Poor relationship with peers
Compulsive stealing and scavenging
Rocking, hair twisting and thumb sucking
Running away
Loss of weight or being constantly underweight
Low self esteem

Child Sexual Exploitation (CSE)

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 cyberbullying 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.

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 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Preventing Radicalisation under The Counter-Terrorism and Security Act: Identifying cases of pupils at risk of involvement in extremist behaviour

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Every member of staff at Name of School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other

vulnerability and should be approached in the same way as protecting children from other risks.

Training is provided for staff and is highlighted in the school's Prevent Strategy Policy.

Appendix 2

Procedure for dealing with disclosures (the 6 R's – what to do if):

1. Receive

- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously
- Note down what has been said

2. Reassure

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- Do not promise confidentiality; you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open "TED" questions; Tell explain describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated member of staff
- The designated teacher may be required to make appropriate records available to other agencies.

6. Relax

- Get some support for yourself