



**Norton Church Of England Primary School**

## **SAFEGUARDING POLICY**

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Strive Think Act Respect Shine			

## Introduction and Policy Statement

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

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

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

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

The purpose of this policy is to:

- Afford protection for our pupils
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to all Governors/Trustees, employees (including supply and peripatetic staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head Teacher (or Chair of Governors/Trustees if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.

### Aims of the Policy

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

- To take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and E-Safety

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

1. PREVENTION (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. PROTECTION (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. SUPPORT (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

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

## 2. Specific roles in Safeguarding children

The School has a Nominated Safeguarding Governor/Trustee(s) who takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead, the Head Teacher and Chair of Governors/Trustees on safeguarding issues. The responsibilities of the Governing body in relation to safeguarding are in KCSIE Part 2 and Ofsted Inspecting safeguarding in early years, education and skills settings Annex 1 (see also LSCB guidance).

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

- Safeguarding and child protection (Head leads on allegations against staff)

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

The DSL is a senior member of staff with time in their JD to do the role

The DSL or deputy should always be available during school or college hours for staff in the school or college to discuss any safeguarding concerns. In the absence of the DSL, all staff should be aware of which deputy DSL is available

(See also the Role of the DSL – LSCB guidance and KCSIE Annex B)

### 3. Definitions of Safeguarding and Child Protection

- Safeguarding and promoting the welfare of children is: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSIE 2016)

- Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (working Together 2015 Appendix A glossary).
- The types of abuse and neglect could be included – see KCSIE para 35-40

#### 4. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help support must be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving (KCSIE 26)

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help

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

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

#### 5. Responding to Disclosures – guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

- Be honest.
- Do not make promises that you cannot keep.

- Explain that you are likely to have to tell other people in order to stop what is happening.
- Create a safe environment.
  - Stay calm.
  - Reassure the child and stress that he/she is not to blame.
  - Tell the child that you know how difficult it must have been to confide in you.
  - Listen to the child and tell them that you believe them and are taking what is being said seriously.
  - Record on the appropriate form exactly what the child has said to you and include;
- ☐ Child's name, address, date of birth
- ☐ Date and time of any incident
- ☐ What the child said and what you said
- ☐ Your observations e.g. child's behaviour and emotional state
- ☐ Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
- ☐ Sign and date the record and provide a copy for Social Care and your records.
- Be clear about what the child says and what you say.
- ☐ Do not interview the child and keep questions to a minimum.
- ☐ Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- Maintain confidentiality
- ☐ Only tell those people that it is necessary to inform.
- Do not take sole responsibility
- ☐ Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- ☐ The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
- ☐ Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral.

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

### Responding to signs of abuse or neglect

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

### Following up referrals

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



- Where there is a difference of opinion with another agency and this cannot be resolved the LSCB Escalation policy should be used.

[http://www.gscb.org.uk/media/1224/escalation\\_policy\\_may\\_2014-60436.pdf](http://www.gscb.org.uk/media/1224/escalation_policy_may_2014-60436.pdf)

See KCSIE Part 1 and What to do if...

Social Care referrals:

Telephone 01452 426565

The Gloucestershire Central Referral Unit

[cru@gloucestershire.pnn.police.uk](mailto:cru@gloucestershire.pnn.police.uk) or 01452 753458

## 6. Partnership with parents

### Sharing Concerns with Parents

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

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

Make a statement which includes:

- Working together in partnership
- Confidentiality
- Sharing concerns with parents unless to do so would place the pupil at an increased risk of significant harm

- Availability of policies (in an alternative language if necessary and possible)
- Availability of information
- Access to pastoral and early help services
- Mention domestic abuse here (if not in section 5)

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

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

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

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

## 7. Domestic Abuse

This school receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi agency risk assessment conference (MARAC) occurs the school may be

asked for information and appropriate school related information may be shared with the school after the meeting.

#### 8. Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

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

#### 9. Children with Special Educational Needs or Disabilities (see KCSIE para85)

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

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

Governors/Trustees will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns.

Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs

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

Staff should recognise that children are capable of abusing their peers. There are different forms that peer on peer abuse can take, that such abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Allegations will be investigated by the DSL and dealt with and victims will be supported (see Anti- Bullying Policy).

Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to Children's Social Care who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. For all categories the school uses the School Risk Management Process. The risk to other pupils and staff is assessed and the school risk assess the level of support and school action needed to protect other pupils in the school. (See also LSCB policy).

Bullying and prejudice is detailed in the school behaviour policy and Anti bullying policy but this will also need reference in the school safeguarding policy. Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger is a form of emotional abuse (KCSIE def part One) This could include bullying from siblings. The DSL should consider referral to Social Care where bullying is at this level.

11. Safeguarding information for pupils

- All pupils in the school are aware of staff who they can talk to. The names of the DSL/safeguarding leads/pastoral care workers etc. are known and available via school displays and the school website
- Children are taught to stay safe through our curriculum (PINK curriculum)
- Use of the Safe Schools and Communities team in advice and training e.g. E safety
- On line resources e.g. Childline, Kidscape should be promoted to pupils

## 12. Safer Recruitment

- Refer to guidance, Part 3 of Keeping children safe in education
- Make a clear statement
- Can list what you do e.g. keep a single central register, various checks
- Safer recruitment training – you could list those who have done this, state that there will always be at least one person involved in every recruitment process (requirement for maintained schools, good practice for others) who has undertaken specific training
- Volunteers and Governors/Trustees – cross ref to KCSIE and LSCB guidance re DBS checks, References, informal interview, discussion about safeguarding policy before appointment, induction and training etc. (see specific LSCB guidance relating to volunteers)
- Disqualification by association – if a school where this appropriate due to age of pupils you can make a statement about the actions the school takes in relation to this guidance

## 13. Staff training and induction

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

- The DSL and deputies will attend multi-agency (Level 3) safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and LSCB policy and guidance.
- The whole school staff group will receive formal safeguarding training by a suitably qualified person at least every three years with regular and at least annual updates and notifications of any necessary changes, reminders being made available as required e.g. via email, e-bulletins, staff meetings Make a statement that the school/college follows the LSCB guidance in relation to safeguarding training (for more information and advice from the LSCB see the Safeguarding training recommendation guidance Sep 2016)

#### 14. Safer working practice

Safe working practice ensures that pupils are safe and that all staff, volunteers and Governors/Trustees;

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern
- Record any incidents with the actions and decisions made
- Apply the same professional standards regardless of gender, race, disability or sexuality
- Be aware of confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- E safety policy – expectations for staff and volunteers

#### 15. Staff Behaviour

At Norton we:

- Treat all children with respect
- Set a good example by conducting ourselves appropriately
- Involve children in decision-making which affects them
- Encourage positive and safe behaviour among children
- Are a good listener
- Are alert to changes in a child's behaviour
- Recognise that challenging behaviour may be an indicator of abuse
- Read and understand all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Maintain appropriate standards of conversation and interaction with and between children and avoiding the use of derogatory language

- Maintain professional standards and boundaries at all times on and off the school site
- Are aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Staff, volunteers , governors/trustees not being involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities
- Staff and volunteers are reminded to declare any offences or involvement with the police relevant to their employment
- Where safeguarding or criminal issues occur in an employee's private life the impact of this on their suitability to work with children will be assessed with the support of the LADO/HR as appropriate.

#### 16. Allegations against staff

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

Gloucestershire: Jane Bee (01452 426994)

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

The Keeping Children Safe in Education 2016 part 4, Allegations of abuse made against teachers and other staff and Gloucestershire LSCB procedures will be followed for both the investigation and support for the member of staff.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or



allegations in confidence and for a sensitive enquiry to take place. (either insert whistle blowing policy here or cross reference to a separate policy)

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

## 17. Welcoming other Professionals

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

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

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

## 18. Off Site Visits

- Example statement

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

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

## 19. Exchange Visits

Schools must satisfy themselves that parents/cares who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Host families are subject to DBS checks as per KCSIE guidance.

Schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. (KCSIE Annex C).

## 20. Photography and images

### Example statement

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

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

Consider making a statement at events where parents are taking photographs of children that these are to be for personal use only (can add that these are not to be shared on social media).

## 21. Children missing from education

### Example statement

The school will keep its admission register accurate and up to date

The school attendance policy is regularly updated and understood by all staff.

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

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

(KCSIE part 1 - link, 51, Annex A)

## 22. The Prevent agenda

The school policy must make reference to the school's responsibilities in relation to the Counter Terrorism and Security Act 2015. This duty is known as the Prevent duty.

### Actions

- The Prevent lead will usually be the DSL.
- Assess risk of pupils being radicalised and drawn into terrorism
- Know what to do to support those assessed as being at risk e.g. referral to the Channel programme or referring any concerns to the Adam Large (police) via 101 or emailing [childrenshelpdesk@gloucestershire.gov.uk](mailto:childrenshelpdesk@gloucestershire.gov.uk) or 01452 426565
- Working in partnership with other agencies
- Effective engagement with parents/the family should be considered as they are in a key position to spot signs of radicalisation. Assist and advise families who raise

concerns and sign post to support. Discuss any concerns the school has with parents unless this is thought to put the child at risk.

- Staff training to raise awareness
- IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- British values should be promoted in the curriculum and on the web site
- Publicise the Educate against hate website to staff and parents (via the school web site) <http://educateagainsthate.com/>

All of these must be addressed in your school safeguarding policy.

For further information see KCSIE chapter 1 link and Annex A

## 23. Children at risk of CSE (Child Sexual Exploitation)

The school must address how it is working together with other agencies to identify and reduce the risks of child sexual exploitation. The policy should refer to LSCB guidance and to local practice such as the use of the risk tool.

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

See KCSIE chapter 1 link and DfE guidance dated February 2017 for definition.

## 24. Other relevant policies

In the safeguarding policy you should cross reference to other relevant school policies. You should ensure that these are reviewed together with the safeguarding policy so that the policies remain consistent e.g.:

- Health and Safety including medical, first aid, intimate care, site security, Lock Down , physical intervention (some could be included in the safeguarding policy if more appropriate)
- Behaviour policy, respect agenda, staff behaviour policy/code of conduct, anti-bullying policy, equalities duties, inclusion policy, physical restraint – reasonable force
- E-safety/internet safety policy and acceptable user policies for pupils, staff and parents. All should be in line with the Bournemouth and Poole LSCB E-Safety policy
- Whistle blowing – own or Local Authority policy
- Complaints procedure
- Schools letting policy

## 25. School Safeguarding Responsibilities Summary

– the school will:

- Abide by the Keeping Children Safe in Education guidance

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE Part one).

- Give all staff a copy of Part 1 of KCSIE and ensure that it is read and understood and knowledge of and access to all of KCSIE especially Part 4 Allegations of abuse made against teachers and other staff.
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children's Board (LSCB)
- Appoint a lead Governor/Trustee responsible for safeguarding practice within the school
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover.
- Ensure that the DSL (usually) leads on the Prevent agenda.

- Have a named member of staff to support children who are Looked After Children( Designated teacher) who will work closely with the DSL where this post is held separately
- Require teachers, staff and volunteers to read and implement the appropriate Gloucestershire LSCB procedures.
- Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment and allegations management training
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
- Sign up to the Gloucestershire Safeguarding Children Board alerts.
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed Behaviour policy/code of conduct and safer working procedures
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an e-safety policy in line with LSCB requirements. Have a member of staff as an E-Safety Champion.
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues

- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding, using the LSCB Safeguarding Self Evaluation audit tool (or similar) which will be shared with the Governing body leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and LSCB guidance
- Undertake a safeguarding report for the Governing Body at least annually and review the safeguarding policy annually.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- child sexual exploitation (CSE)
- children missing education
- children missing from home or care
- bullying including cyberbullying and prejudice based bullying
- domestic abuse
- Drugs and alcohol misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- Radicalisation/extremism
- Sexting/grooming and other E safety issues
- teenage relationship abuse

- Trafficking

For more information see the links to Government guidance in KCSIE

## SEE ALSO

Flow charts in KCSIE and What to do if, which can be used in the school policy, notice boards etc.

## 26. Links to relevant law and guidance

- Working Together to Safeguarding Children 2015

<http://www.workingtogetheronline.co.uk/chapters/contents.html>

- Keeping children safe in education 2016

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)  
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>

- Inspecting safeguarding in early years, education and skills settings

- <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2016>

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

- Gloucestershire Safeguarding Children's board (GSCB) [www.gscb.org.uk](http://www.gscb.org.uk)

- DSL handbook for educational settings



- What to do if you're worried a child is being abused – March 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

- Department for Education – e-safety guidelines

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251455/advice\\_on\\_child\\_internet\\_safety.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf)

- Safeguarding: Disclosure and Barring – changes from September 2012

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

- The Information Commissioner's Office – Data Protection Act in Schools and Education

[http://ico.org.uk/for\\_organisations/sector\\_guides/education](http://ico.org.uk/for_organisations/sector_guides/education)

- The South West Grid for Learning (SWGfL)

<http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Services/360>

- Family Information Service – Gloucestershire

<http://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/family-information-service-fis/>

- LSCB Levels of Intervention (May 2017)

<http://www.gscb.org.uk/media/13088/gloucestershire-revised-loi-guidance-version-21-060217.pdf>



Example last sheet for the safeguarding policy

The Designated Safeguarding Lead is.....

Telephone number: .....

The Deputy Designated Staff for Safeguarding are.....

.....

Telephone number: .....

The Lead Safeguarding Governor/Trustee is.....

Telephone number: .....

Date Safeguarding policy adopted by Governing Body .....

Signed

Head teacher.....

Chair of Governors/Trustees.....

Date to be reviewed.....

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

# Appendix two

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## Forced Marriage (FM)

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This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

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## Female Genital Mutilation (FGM)

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It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

### Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

## Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

## The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

# Appendix three

Early Help is about:

- Identifying needs of children, young people and their family across a continuum of need (see LSCB's [Responding to Need Guidance and Levels of Need Framework](#)).
- Understanding and responding quickly to identified needs.
- Listening to children and Families so that their views are informing what happens next.
- Supporting and re-focusing resources from crisis to prevention, and helping to avoid concerns repeating over time.
- Supporting families to achieve their full potential and thereby mitigate the impact of issues such as child poverty and health inequalities.
- Providing the context for multi-agency working to help children and families achieve improved outcomes.
- Examples of Early help are: CAF, Team Around the Child/Family, My Plan and My plan + (see school offer for more detail)

*The "Gloucestershire Family Information Service" provides easy-to-access information to help families meet their needs and it is also used by professionals when supporting families*

- [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk)