

Safeguarding and Child Protection policy

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MISSION STATEMENT AND RATIONALE

Cranham Church of England (VA) Primary School fully recognises its responsibilities for safeguarding and protecting the children in its care. Our policy applies to all staff, governors and volunteers working in the school.

The governing body understands that they hold strategic leadership responsibility for the school's safeguarding arrangements. The head teacher and the governors are very clear that safeguarding and child protection should be accorded the highest of priorities and needs to be integral to the work of the school.

Staff members are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned and **always to keep the best interests of the child at the forefront of their minds.**

There are five main elements to our policy:

1. Ensuring we practice safe recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing, and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Practitioner Advice line.
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which children can learn and develop.

All staff should ensure that the needs and safety of the child are at the centre of any decision they may need to take.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse and any deterioration in mental health (see Appendix 7). The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Carry out Pupil surveys each year to ensure that the children's experience matches with the above statements, and to identify any concerns that children have about their own safety.
- Include opportunities in the Personal, Social and Health Education (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Include opportunities across the curriculum and through Collective Worship to develop children's awareness of how to keep their body and mind healthy.

PROCEDURES

Where a staff member has concerns about a child, they will make a decision on how to act, this should involve a conversation with DSL about what action to take, including whether a referral needs to be made. However, any member of staff can make a referral to social services.

If the staff member believes a child is in immediate danger or at risk of harm and they make a referral to the children's social care and/or the police immediately, they should inform the DSL as soon as possible. All concerns, discussions and decisions made, and the reasons for the decisions, should be recorded in writing through the school's My Concern system.

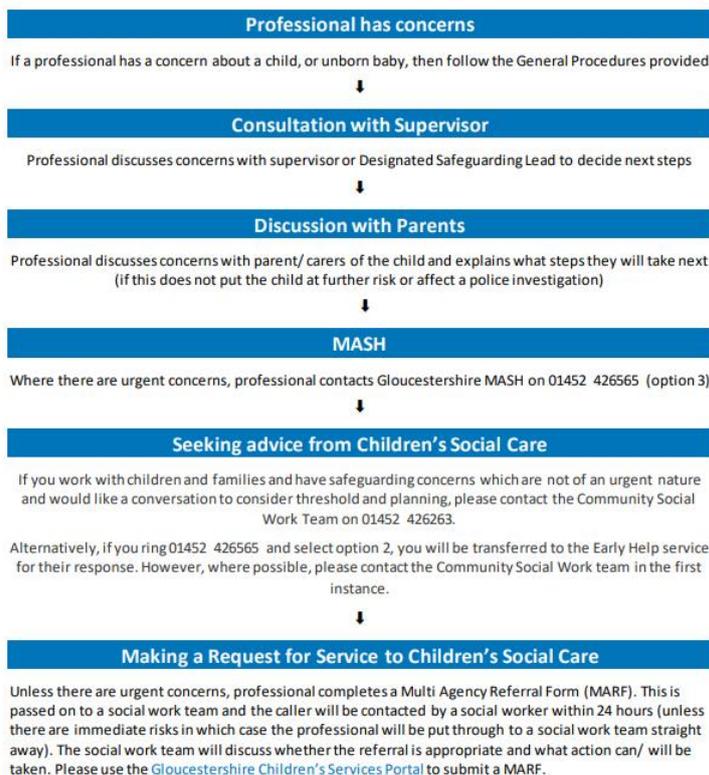
Where a teacher discovers a case of Female Genital Mutilation (FGM) to a girl under the age of 18, they have a specific legal duty to act and should report this to the police. Staff are also aware that up-skirting is now a criminal offense and any issue relating to images of this kind should be referred to social care and/or the police.

Referrals are made by completing a Multi-Agency Referral Form (MARF), which is submitted through the Gloucestershire Children's services portal. However, when a child is at immediate risk the Multi Agency Safeguarding Hub (MASH) team should be contacted on 01452 426565 (option 1). See the image below. This flow chart and the Social care team response process is described further at the following link:

[child-protection-process-flowchart-new-layout.pdf \(gloucestershire.gov.uk\)](http://child-protection-process-flowchart-new-layout.pdf (gloucestershire.gov.uk))



Child Protection Process



PROCEDURES FOR RECORDING AND REPORTING AT THE TIME

Staff should make brief notes at the time or immediately after the relevant incident or conversation to assist in submitting a concern onto My Concern as soon as they are able. Staff members should note the:

- date and time of disclosure/incident observed;
- place and context of disclosure or concern;
- facts they need to report, using the child's own words; and
- report to the Designated Safeguarding Lead immediately.

A complete set of Gloucestershire's Child Protection Policy and Procedures which staff must comply with can be found at: <https://www.proceduresonline.com/swcpp/gloucestershire/index.html#>

We will follow these procedures and take account of guidance issued by the Department for Education to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role.

The Head Teacher is currently the Designated Safeguarding Lead (DSL). In the absence of the Head Teacher, there are two Deputy DSL's to assume this responsibility (the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead). During term time the DSL and or the deputies will always be available during school hours for all staff to discuss any safeguarding concerns. If both members of staff are off site, this can be by mobile phone. If a child is in immediate danger or at risk of harm a referral should be made to children's social care and /or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, they should be informed as soon as possible that a referral has been made.

- Carry out annual safeguarding training, including updates and reminders for all staff. Continue to update staff throughout the year, and include safeguarding as a standing agenda item for meetings with staff, and Full Governing Body meetings.
- If a teacher in the course of their work in the profession discovers that act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher has a legal duty to act and should report this to the police.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure that all new staff receive safeguarding training as part of their induction training and have an induction pack. Induction must include being introduced to the DSL and deputy DSL's. The behaviour policy must be shared with all new staff as soon as possible.
- Ensure that staff and regular visitors are entered on the Single Central Record.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure that all staff and governors have read Part 1 and Annex B of Keeping Children Safe in Education 2021 (KCSiE 2021).

The governors recognise that they may have some direct contact with children through monitoring activities, and therefore have made the decision to read both relevant sections.

- Ensure all staff and volunteers understand their responsibilities and are alert to the signs of abuse and responsible for referring any concerns to the designated senior person for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a child protection plan (previously known as being on the child protection register).
- Take care to ensure that safeguarding procedures are in place in regard to Children Missing Education, where possible (see the relevant policy). Ensure that communication with external agencies is effective for these children.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.

Online Safety Procedures

- Ensure that appropriate filters are in place whilst being careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught.
- Plan and teach sessions that address the four key concerns:
- Content – harmful content that children may be exposed to when online.
- Contact – possible harmful interaction with other users.
- Conduct – inappropriate behaviour by children that could increase their risk of harm.
- Commerce – risks including financial scams and online gambling.

Peer on Peer Abuse Procedures

At Cranham C of E school we have a zero tolerance policy on peer on peer abuse, and we take steps to minimise the risk of this occurring. This includes exploring potential issues with the children through our PSHE programme, ensuring appropriate supervision throughout the school day and parent workshops on relevant topics. Should this type of abuse occur, it is tackled in line with the behaviour and anti-bullying policies. We understand that this abuse can take many forms including, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- up-skirting (which is a criminal offence)
- initiation/hazing type violence and rituals

Incidents of Peer on Peer abuse are recorded on My Concern, and we set clear boundaries to prevent further incidents. The parents of all children involved are contacted, and we plan for review opportunities to ensure the issue does not re-occur.

Procedure covering alleged child abuse by members of staff – including supply or agency workers, contractors, governors or volunteers.

If an allegation has been made against a member of staff, the Government's Allegations Management Procedures (from Working Together 2018) must be implemented. This document can be found in the Head Teacher's Office or can be downloaded from:

[Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/68911/Working-Together-to-Safeguard-Children-2018.pdf)

The designated person should immediately contact the Head Teacher, Chair of Governors and governor with responsibility for safeguarding, who must in turn contact the Local Authority Designated Officer for Allegations (LADO) Nigel Hatton on 01452 426994 for an initial discussion. The head teacher is likely to become the case manager and will be focused on the two following aspects:

Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.

Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action. If necessary, the Head Teacher, Local Authority Designated Officer, Social Worker representatives of the Safeguarding Children Service, HR and Police will then convene a Strategy Meeting urgently to plan any further appropriate action. The setting should not carry out an investigation until this meeting has taken place in case the allegation meets the criminal threshold.

All documentation in relation to allegations will be permanently held within school. As is outlined in KCSIE 2021, allegations fall into two categories: those that meet the harms threshold and those that do not meet this threshold, termed low level concerns.

At Cranham C of E school we promote a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly with the right person, then recorded and dealt with appropriately. Our intention is to encourage an open and transparent culture; to help us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with our ethos and values.

Procedure covering alleged abuse by the Head Teacher

If the complaint has been made against the Head Teacher, the Deputy DSL or whoever is making the complaint should contact the Governor with Child Protection responsibilities or the Chair of Governors who in turn should immediately contact the Local Authority Designated Officer for Allegations (LADO) Nigel Hatton on 01452 426994. Care should be taken to ensure that other staff and governors are only informed if necessary, as it is important to ensure enough governors are able to participate in a disciplinary process should this be required.

WHISTLE-BLOWING

The school has a Whistle-blowing policy in place. Staff are reminded that they have a duty to report any matters which cause them concern relating to the School's safeguarding policies, procedures and practises. Any such concerns may be raised with the Head teacher or Chair of Governors in order for concerns to be addressed and practises improved. Staff who do not consider this the appropriate course or who are not satisfied with the result of taking such action should follow the procedures laid down in the *Code of Conduct and Confidential Reporting Procedures (whistle-blowing) for Employees in Education Establishments* issued by Gloucestershire County Council

ROLES AND RESPONSIBILITIES

Please see Appendix 1

DESIGNATED SAFEGUARDING LEAD

Rebecca Slater is the designated person for child protection: in her absence the Deputy Designated Safeguarding Leads are Laura Hodges and Rebecca Bettington.

The Designated Safeguarding Governors are Dr Linda De Cossart and Lyn Barker

They are responsible for: See Appendix 2

REFLECTIVE SUPERVISION

The Governing Body recognises that there is a need for Reflective Supervision for DSL's and Deputy DSL's. They feel that this has benefits in terms of staff well-being, but also ensures the best possible outcomes for children in complex situations. Therefore, the Head teacher meets with Deputy DSL's on a 1:1 whenever it is required, but particularly following a significant safeguarding incident. A coaching model is used in these meetings to explore actions taken and the impact of these actions. The need for any further steps is also explored. There is also a section of the meeting devoted to exploring the emotional well-being of the member of staff. The Chair of Governors or an external professional provides this important support for the Head teacher.

SAFE RECRUITMENT

The School has a Safer Recruitment policy in place. Safer Recruitment Training—the new guidance KCSiE 2021 maintains the requirement for governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

DISCLOSURE AND BARRING SERVICE

The Head Teacher is responsible for ensuring that all staff (including supply and agency staff and volunteers) as well as relevant Governors have clearance from the Disclosure and Barring Service and that checks are appropriately updated.

SUPPORTING CHILDREN WHO HAVE EXPERIENCED ABUSE

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support those children through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupils know that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupils such as social care, child and adult mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil leaves, who has a child protection plan, the appropriate information is transferred to the new school immediately and the child's social worker is informed.
- Additional monitoring of children who were previously supported by Social care.

LISTENING TO THE VOICE OF THE CHILD

At Cranham C of E school, we place the utmost importance on listening to the views of every child, but especially those who are facing challenges either at home or at school. Our pastoral lead meets weekly with all children that we have concerns about, or who have expressed a need to talk on a 1:1 about their circumstances. Additionally, whenever we are carrying out a Team Around the Family meeting, the children involved will complete a My Journey document, usually with their own class teacher or the Pastoral lead (whoever they feel more comfortable with).

We recognise that those children who have SEND are more at risk of abuse and therefore these children have additional opportunities to share their thoughts and experiences throughout the year, through the My Profile task and the SEND pupil conferencing sessions.

CONFIDENTIALITY

- Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies.
- Staff should be careful and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.
- Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Discretion should be used when talking about the personal and changing circumstances of children.
- Child protection records contain personal data and must comply with the Data Protection Act. All staff should be aware of and observe the School's Data Protection Policy. The Data Protection Act is not a barrier to the sharing of information between professionals but ensures that information is shared appropriately.

PHYSICAL CONTACT WITH PUPILS

- Some form of physical contact with pupils by teachers is inevitable. In some cases, it is necessary for reassurance. However, all staff should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body. In the event of physical restraint being used it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention a written report should be completed

CONTRIBUTION TO CHILD PROTECTION THROUGH THE CURRICULUM

The school raises awareness of child protection issues through safety education as part of the non-statutory framework for Personal, Social and Health Education (PSHE).

As part of developing a healthy safer lifestyle pupil are taught to:

- Recognise different risks in different situations and then to decide how to behave responsibly.
- Judge what kind of physical contact is acceptable or unacceptable.
- Manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being.
- Develop effective ways of resisting pressures including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- Develop skills to cope with emergency situations.
- Recognise the signs of peer on peer abuse with the knowledge that 'banter' is not tolerated and make use of the school support systems including peer mediators and the Pastoral lead.

- Make safe decisions online through relevant lessons and use of external agencies including drama groups and the local police.

WORKING WITH PARENTS

It is important that the School has an established approach to working with parents. Parents' and children's needs for privacy should be respected. Attitudes to and contact with parents should be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that School families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in this document. The designated person responsible for child protection must ensure that parents are aware of the School's child protection responsibilities by explaining this in the school prospectus or other documentation given to parents when a child enters the School.

At times, parents may become distressed by conversations held at school and we understand the anxiety that people feel about their children's welfare and progress. However, the governing body has a duty to safeguard staff at the school from intimidation, bullying behaviours or violence of any kind. Aggressive outbursts will not be tolerated. If necessary, mediation will be used to restore relationships and resolve issues. This can be led by the head teacher and/or the Chair of Governors. The Local Authority may provide this if the Head teacher feels that external support is appropriate.

Effective safeguarding in the event of a prolonged school closure.

This section has been moved from an appendix to form part of the main policy as per guidance in KCSiE 2021.

It is vital for everyone to recognise the potential safeguarding issues that arise from prolonged school closures, such as those experienced during the recent pandemic. At Cranham, we take account of the following risk factors:

1. Families self-isolating for long periods where there may be poor relationships between children or adults.
2. Children or adults whose anxiety may be heightened by the virus and isolation.
3. Families for whom school is the main source of emotional or parenting support.
4. Additional pressures, such as loss of income or illness, creating tension in the home.
5. Families who rely financially on school meals.
6. Increased use of the internet for remote learning posing a risk to children and staff.

The following protective measures will be put in place:

(Addressing risk factors 1-4) All staff should remain vigilant to these factors, keeping lines of communication open, and listening carefully for indicators of the need for Early Help. If the school is closed and remote learning is in place, teachers should inform the Head teacher if any families are not responding to communication

(Addressing risk factor 5) Pastoral Lead to manage any financial support systems and all staff to work with the Early help team to provide external support if required.

(Addressing risk factor 6) Increased internet safety lessons through PSHE programme. The school has a protocol in place for Zoom lessons should these be required.

Early help

The school provides an offer of early help details of which are available on the school website and by request. The Early Help Offer (the Offer) is an approach not a service. It respects every family's right to access information to help manage their own lives successfully, whilst guiding them to seek support from appropriate sources. Help can then be agreed as soon as concerns start to emerge. The 'Offer' is for all children, as issues may arise at any point in a child or young person's life. It includes both

universal and targeted /specialist services, to reduce or prevent concerns from growing or becoming entrenched.

Decisions about when early help is offered are made by the DSL. The DSL and the staff team should be especially alert to the following indicators:

- The child has a medical condition or disability.
- The child has a parent in prison, or they are affected by parental criminal activity.
- The child has low attendance.
- The child is showing signs of being at risk of Honour Based violence.
- The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups. (A referral to the National Referral Mechanism may be required here).
- The child is at risk of being involved in violent criminal activity (for example, County Lines involvement).
- The child is at risk of modern slavery, trafficking or exploitation.
- The child is showing early signs of abuse and/or neglect.
- The child is at risk of being radicalised or exploited.

All staff understand that families often face multiple issues, and are encouraged to report and record all concerns no matter how small, in order to facilitate contextualised safeguarding.

REVIEW AND MONITORING OF THE POLICY

This policy will be reviewed on an annual basis or earlier if legislation should change and ratified by the Governing Body.

OTHER RELEVANT POLICIES

This policy should be read in conjunction with the:

- Behaviour Policy,
- Physical intervention policy
- Anti-bullying policy
- Equalities Policy
- Health and Safety Policy
- E-Safety Policy
- Complaints procedure
- Whistle blowing
- Children Missing and Absent without Authority Policy,
- Data Protection Policy,
- Educational Visits Policy
- Confidentiality and Disclosure Policy

REPORTING TO GOVERNORS

A Safeguarding Update will be presented at each full Governors' meeting

APPENDIX 1

SAFEGUARDING TERMS OF REFERENCE FOR HEAD TEACHER AND DESIGNATED SAFEGUARDING LEAD (DSL)

At Cranham C of E Primary School, the Head Teacher is the Designated Safeguarding Lead (DSL). The DSL will appoint a member of staff to be Deputy DSL. The Head Teacher's and DSL's terms of reference are carried out by one individual.

Head Teacher's Safeguarding Terms of Reference

The Head Teacher is responsible to the Full Governing Body for ensuring that:

- he or she maintains a clear overview of the School's safeguarding policies and procedures;
- the School's procedures for safe recruitment and vetting of staff take account of the DCSF guidance, and conform with the requirements outlined in this handbook;
- a member of each staff selection panel has received safe recruitment training, and that the selection process follows best practice with regard to safe recruitment;
- records are kept of the actions of each selection panel to demonstrate the steps taken to ensure safe recruitment;
- the policies and procedures adopted by the Governing Body with regard to safeguarding are implemented and followed and, where appropriate, records are kept to show that they are;
- the designated member of staff for child protection is provided with appropriate support, in particular provision of sufficient time and resources to discharge their responsibilities, including taking part in inter-agency assessments and meetings;
- holding the designated member of staff for child protection to account;
- appropriate training is in place for staff and other relevant adults;
- in the event of a person leaving the School, whether a member of staff or otherwise, when there are grounds for believing that they may be unsuitable to work with children or may have committed misconduct, that the Independent Safeguarding Authority are made aware of the circumstances;
- risk assessments are carried out and recorded in relation to all School activities including the admission or readmission of pupils with behaviour that could place themselves or others at risk, and following up and recording each case to ensure that the risk assessments are effective;
- effective steps are taken, in accordance with the appropriate policies and procedures, in the event that the Head Teacher receives any safeguarding complaints or concerns; and
- all staff, pupils, volunteers or other persons feel able to raise concerns about unsafe or poor safeguarding practice.

APPENDIX 2

CHILD PROTECTION – GUIDANCE & REFERRAL PROCESS

The role of the Governing Body

The Head Teacher and Governors will monitor The Single Central Record, and this will include:

- All staff including supply staff
- All others working in regular contact with children including volunteers.
- Prohibition checks on staff
- DBS checks
- Verification of ID
- Section 128 checks for governors and SLT

The Head teacher and Safeguarding Governor will monitor the policy annually to be satisfied that it is being complied with. The Head teacher and Safeguarding Governor will also undertake an annual monitoring review of the safeguarding provision (audit), and will ensure that a Designated Safeguarding Lead, together with a nominated governor for child protection, is in place.

The Head Teacher and Governing Body will ensure that staff are aware of their responsibilities and the legal status of Children in Care (formally referred to as Looked after Children).

The Head Teacher and Governing Body will contribute to inter-agency working and ensure Early Help is available when needed. They will allow access to Social Care for them to consider or conduct a section 17 or 47 assessment.

The Governing Body recognises the importance of the role of the DSL and Deputy DSL and will support him/her, ensuring that the necessary effective training is undertaken. The DSL will ensure that cover is provided for the Deputy DSL when needed and will also appreciate the additional duties taken on by the member of staff carrying out this role, especially when there are on-going child protection issues.

The Head teacher and Governing Body will ensure that there is a staff behaviour policy (Code of Conduct) and all staff have understood this.

The Governing Body recognises the contribution the school can make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum.

The Governing Body will ensure that there are safe and effective recruitment policies and disciplinary procedures in place that adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003. The GB will ensure that all staff are recruited in accordance with Safer Recruitment Procedures as detailed at Appendix 3.

The role of the nominated governor

The nominated governor for child protection will be familiar with local Area Child Protection Committee procedures, LA procedures and guidance issued by the Department for Education and Skills. He/she will work with the Designated Teacher responsible for child protection to produce the child protection policy. It will be his/her duty to liaise with relevant agencies if any allegations are made against the Head Teacher. He/she should undertake the training available for nominated governors. The nominated governor should ensure that child protection is an annual agenda item on a Governing Body meeting.

The role of the Head Teacher

Terms of reference for the Head Teacher who is the Designated Safeguarding Lead (DSL) have been produced and are included at Appendix 2

The Head Teacher will:

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) that are consistent with those agreed by the local Area Child Protection Committee and easily available to all staff and volunteers for reference.
- Liaise with the nominated governor on child protection issues and school policy.
- Appoint a Deputy DSL to co-ordinate action within the school and liaise with other agencies on suspected abuse cases.
- Ensure that the Deputy DSL receives appropriate training and support.
- Ensure the DSL has a job description.
- Understand the role of the Deputy DSL Teacher.
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions.
- Make parents aware of the school's child protection policy through the newsletter, posters displayed in the school and by way of introduction at the New Parents meetings.
- Work with local partners such as the LA and Social Care to create a safe environment for children at the school.

The role of the DSL

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

The Head Teacher is the DSL and will appoint a senior teacher as a Deputy DSL. All members of staff should be aware of whom these Officers are and what their role is. New staff should be introduced to the DSL as soon as possible. The DSL should act as a source of advice and coordinate action within the school over cases of abuse and will need to liaise with all agencies and should build a good working relationship with colleagues from these agencies.

The DSL should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support should be given. The DSL should be the first-person education staff report cases to. It is then the responsibility of the DSL to discuss the situation with the relevant agencies. Schools should have arrangements in place for when the DSL is absent.

The Department for Education (DfE) has clear guidelines on what schools, governing bodies and LAs should do if they suspect that a child has been abused or assaulted. It is not, however, the responsibility of teachers and other staff in schools to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by their local Area Child Protection Committee (ACPC).

The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their local ACPC and LA. The DSL must also be able to deal with allegations made against members of staff. To be effective he/she must:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- Ensure each member of staff has access to and is aware of the school's child protection policy. This includes trainee teachers and supply teachers.
- Liaise with the Head Teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure the school's child protection policy is updated and reviewed annually and work with the designated governor for child protection regarding this.

- Be able to keep detailed accurate secure written records of referrals/concerns.
- Ensure parents see copies of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child. See above
- Where children leave the school roll, ensure their files are transferred to the new school as soon as possible. If a child leaves and the new school is not known, the Department for Education and Skills (DfES) should be alerted so the child can be included on the database for lost pupils.

The DSL should also ensure that all staff receive appropriate training. They should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case together with having a working knowledge of how ACPC's operate and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses, and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the DSL immediately.

Overview for teachers and other education staff if a child tells you they have been abused

A child may confide in any member of staff and does not always go to teachers. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Any questions that may be needed to clarify what the child is saying should be framed in an open manner and not lead the child in any way. Use the TED approach (Tell, Explain, Describe)
- You must report the disclosure on my concern and/or orally to the DSL immediately.
- Make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) on My Concern. The note should record the time, date, place and people who were present as well as what was said — this may be used in any subsequent court proceedings.
- Do not give undertakings of absolute confidentiality.
- Further information is available in 'What to do if you're worried a child is being abused'

APPENDIX 3

RECOGNISED FORMS OF CHILD ABUSE

If any member of staff, governor, parent or volunteer is concerned that a child may have been abused they must share their concern with the designated person for Child Protection (DSL) or in their absence the deputy designated person for Child Protection. It is their responsibility to co-ordinate action within the school on child abuse and to act as the contact point with other agencies.

Definition of abuse: A form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Recognised forms of child abuse are:

- **Physical abuse:** where a child is caused pain, hurt or injury by direct physical force using some instrument or by neglect
- **Emotional abuse:** where a child is caused distress, emotional trauma or psychological damage by severe persistent verbal abuse or neglect
- **Sexual abuse:** where a child is used to gratify the sexual desires of another person, physically or otherwise
- **Neglect:** the persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold and starvation, or extreme failure to carry out aspects of care, resulting in the significant impairment of the child's health and development including non-organic failure to thrive.

Other types of abuse may include:

- **Bullying** (including cyberbullying) <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> This is defined as behaviour that is: repeated; intended to hurt someone either physically or emotionally; often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation
- **Hate crime** identified as Any incident or offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's:
 - race or perceived race – includes nationality, national origin, ethnic origin, race and colour
 - religion or perceived religion.
 - disability or perceived disability
 - a person's age.
 - sexual orientation or perceived sexual orientation
 - transgender or perceived transgender <http://gloshate.co.uk/>
- **Gangs and Youth violence**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf
- **Self-harm**
- **Child sexual exploitation:** a form of sexual abuse where children are sexually exploited for money power or status. It can involve violent, humiliating or degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for

money, drugs, gifts, affection or status. Consent cannot be given even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of child sexual exploitation go missing from home, care and education at some point. <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

- **Domestic Violence** - Domestic violence/abuse is a pattern of behaviour which is characterised by the exercise of control & the misuse of power by one person, over another, within the context of a current or former intimate relationship. <https://www.gov.uk/domestic-violence-and-abuse>
- **Drugs**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug-adviceforschools.pdf
- **Fabricated or induced illness** <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- **Faith abuse** <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- **Gender based violence** (violence against women and girls)
- **Female genital mutilation [FGM]** Female Genital Mutilation includes all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Mandatory reporting is in place for FGM. There is a specific legal duty to act placed on teachers, along with social workers and healthcare professionals to PERSONALLY report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have taken been carried out on a girl under 18 years old. <https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>
- **Private fostering** <https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- **Radicalisation** All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” - this is known as the 'Prevent Duty'. Guidance is contained within the document 'Duty to Prevent being drawn into any kind of terrorism' (Paragraphs 57 to 76 specifically deal with the duties for schools). The DfE has also published Departmental Advice for schools and childcare providers https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- **Sexting** <http://ceop.police.uk/>
- **Forced marriage** A Forced Marriage is a marriage in which one or both spouses do not (or in the case of some adults with support needs, cannot) consent to the marriage and duress involved. Duress can include physical, psychological, financial, sexual, emotional pressure. <https://www.gov.uk/forced-marriage>
- **Honour Based Violence (HBV):** Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and /or community
- Gender-based violence/violence against women and girls [VAWG]
<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>
- Mental health Abuse <https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

- **Teenage Relationship Abuse** <https://www.gov.uk/government/collections/this-is-abuse-campaign>
- **Trafficking** <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- **Peer on peer abuse:** All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include but not limited to: bullying (including cyber bullying), gender-based violence/ sexual assaults and sexting.

APPENDIX 4

CONTACT INFORMATION FOR SAFEGUARDING PROCEDURES

Who to contact concerning a child's welfare and safety

If you are worried or concerned about anyone under 18 whom you think is being abused or neglected, or that a child and their family need help and support, then please pick up the phone and ring:

The MASH team

TELEPHONE:	01452 42 65 65
Opening Hours:	Monday to Friday between 08:00 to 17:00

Out of Office hours

If you have concerns about the immediate safety of the child or you believe a serious criminal offence has been committed, please contact the Police at any time on

TELEPHONE: 0845 090 1234	IN AN EMERGENCY RING <u>999</u>
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Who to contact at the Safeguarding Children Service

You may contact the Gloucestershire Safeguarding Education Partnership (GSEB)) office useful contact numbers are contained within the Gloucestershire Safeguarding Handbook:

[dsl-handbook-version-live10-dec-17.pdf \(gscb.org.uk\)](#)

Police	0845 0901234 In an emergency always ring 999	
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The address for Safeguarding Children's Services is: Safeguarding Children Service, Gloucestershire Public Protection Bureau, No 63 Lansdown Road, Cheltenham Gloucestershire, GL51 6QT

Gloucestershire Safeguarding Education Partnership

- email gsep@gloucestershire.gov.uk

APPENDIX 5

MULTI AGENCY ARRANGEMENTS

Multi Agency Public Protection Arrangements (MAPPA)

Applicable in the event that the school needed to be involved in the assessment and management of a high-risk offender; for example, where there are concerns about a sex offender having an association of some kind with the School or where there are serious concerns about violence against a child or young person.

The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to children, known adults, public, staff, self.

The police, probation and prison service are the lead agencies, with other agencies including CYPD and education settings, having a statutory duty to cooperate. Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences; however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from CYPD. There are links between the Multi-Agency Public Protection Arrangements and the GSCB. A MAPPA report is produced annually and can be obtained from the Home Office website. (www.probation.homeoffice.gov.uk)

Multi Agency Risk Assessment Conference (MARAC)

MARAC meetings are held in county daily to discuss high level incidences of domestic abuse. Meetings are held in 4 localities;

- Cheltenham and Tewkesbury,
- Gloucester,
- Forest,
- Stroud and Cotswolds.

The purpose of MARACs is 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm.'

Please see www.caada.org.uk for more information about the process and to view the **Education toolkit for MARAC**.

Currently Education representatives do not attend any of the four MARACs. Instead if the MARAC decide to disclose to the school in question, the action will be for the Health Representative to disclose and inform the school Nurse with the relevant information agreed at MARAC. The school Nurse may then disclose to the school, by way of the Designated Safeguarding Lead or offer the support directly to the child. However, Gloucestershire Police are working with the GSCB to improve this procedure and ensure that educational settings are represented themselves at MARACs.

Under the current MARAC process, should a DDSL within a school want to know whether a child has been known to a MARAC meeting, it is the responsibility of the DDSL to make those enquiries with the Central Request for service Unit at Gloucestershire Public Protection Bureau, 01242 247999, cruenquireies@gloucestershire.pnn.police.uk

More information on this process can be obtained from Faye Kamara-Strategic County Domestic Abuse and Sexual Violence Co-ordinator, faye.kamara@gloucestershire.pnn.police.uk or 01242 247933.

Children with Child Protection Plans **(previously called being on the Child Protection Register)**

Children with Child Protection Plans will require additional support and monitoring. The Social Care Department will inform the School if it receives a child with a plan and accompanying records should follow from the child's previous school. The School will support such pupils in accordance with the pupil's child protection plan. The Child Protection Officer will notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a child protection plan.

Where children have a Child Protection Plan and leave one school for another, the designated person must inform the receiving school and the key worker at the Social Care Department. If the child leaves the School with no receiving school, details should be passed to the principal Education Welfare Office.

Appendix 6 – Mental Health

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

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

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

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

At Cranham we provide the following support for children struggling with mental health challenges:

- 1:1 pastoral care – weekly catch-ups and focus groups
- A nurture programme to support with self-esteem and managing emotions.
- Circle of friends strategy
- Values based Collective Worship
- PSHE curriculum covering feelings and emotions for key life stages.
- Peer support through buddies