

Eastcombe Primary School

Child Protection / Safeguarding Children Policy

Agreed by Governors

Review Date: Oct 21



Eastcombe Primary School fully recognises its responsibilities for child protection and the safeguarding of pupils. This policy applies to all staff, volunteers and governors in partnership with pupils and parents.

Introduction

This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004; the Education Act 2002, and in line with Government publications: 'Working Together to Safeguard Children Feb 2019 and 'Keeping Children Safe in Education' DfE Sept 2020.

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

The health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe; feel safe, secure and listened to in our school. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of all children as individuals. We offer 'early help' and signpost families as appropriate.

Aims and objectives

At Eastcombe Primary School our aims are:

- to provide a safe environment for children to learn and develop and equip them with skills to support them in keeping safe;
- to support the development of our pupils in ways that will foster security, confidence and independence;
- to raise awareness of child protection issues and ensure all staff understand their responsibilities to safeguard children and identify and report possible cases of abuse;
- to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- to establish actions the school can take to ensure that children remain safe, at home as well as at school;
- to raise the awareness of all stakeholders to these issues, and to define their roles and responsibilities in reporting possible cases of abuse;
- to quickly identify children who are suffering, or likely to suffer, significant harm and develop systematic means of monitoring and supporting identified pupils;
- to ensure effective communication between all staff on child protection issues;
- to establish and implement as required correct procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk on 01452 426565.

- to ensure 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.
- supporting any pupil who has been abused in accordance with his/her agreed child protection plan.
- 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 worried.
- include opportunities in the PSHE, computing and RSE curriculum for children to develop the skills they need to stay safe from abuse.

This policy should be read in conjunction with our Offer of Early Help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

In our school, we respect our children. The atmosphere within our school encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

The Management of Safeguarding

New safeguarding partners have been formed from September 2019. These comprise of the Gloucestershire County Council, NHS Gloucestershire clinical commissioning group and the chief officer for Police, Gloucestershire Constabulary, ensuring equally shared responsibilities for working together to safeguard and promote the welfare of local children. Working Together, Gloucestershire's multi-agency arrangements to safeguard children April19.

Safeguarding Leads / Deputies

The Designated Safeguarding Lead for Child Protection and Safeguarding (DSL) in our school is Claire Jones (Headteacher). The deputy DSL is Catherine Monk. The Designated Safeguarding Lead for Child Protection and Safeguarding in Claire and Catherine's absence is Andy Ferguson (Head Teacher) at Bussage Primary School. The Governor responsible for Child Protection and Safeguarding is Jackie Ellis (Associate Governor).

The Designated Safeguarding Lead and deputy Designated Safeguarding Leads will be guided by two principles:

- In accordance with the Children Act, the welfare of the child is always paramount.
- Confidentiality should be respected as far as possible.

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

Staff responsibilities:

It is the responsibility of the Headteacher to ensure:

- that the governing body adopts appropriate policies and procedures to safeguard children in the school;
- that these policies are implemented by all staff;
- that sufficient resources and time are allocated for staff to carry out their responsibilities effectively;
- that staff are aware of their responsibilities and receive training and information to ensure they maintain their understanding of the signs and indicators of abuse.
- that all staff and adult helpers in the school are able to voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe.

If staff have any concerns about a child's welfare, they should act on them immediately. All staff have a responsibility to report to the DSL any concern they have about the safety of any child in their care. A written recording will be made of the concern using a concern form (see appendix). These forms should be completed with all relevant details and passed to the DSL immediately. Should any confidential information be held concerning any pupil their attainment record will be annotated with a coloured dot so that any member of school staff looking at these records will become aware of additional information. This information will be held confidentially by the DSL and SENCO.

All staff will be informed of any vulnerable pupils (these are identified using the suggested list within the OFSTED evaluation schedule), specifically within the class they work with but also within the school.

Staff have awareness training every three years to ensure they are updated with relevant information regarding forms and evidence of abuse and safeguarding procedures.

Child abuse takes a variety of forms:

- **Physical abuse** involves the hitting, shaking or other treatment of a child that can cause actual bodily harm.
- **Sexual abuse** involves forcing or enticing a child into sexual activities, whether or not the child is aware what is happening. This includes non-contact situations, such as involving children in looking at, or the production of, sexual images or grooming a child in preparation for abuse (including via the internet).
- **Emotional abuse** is the persistent emotional ill-treatment of children, such as frightening them, or putting them in positions of danger. It is also an abuse to convey to children the feeling that they are worthless or unloved.
- **Faith Abuse:**
- **Hate Abuse:**
- **Peer on Peer abuse:** All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to: • bullying (including cyberbullying); • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; • sexual violence, 8 such as rape, assault by penetration and sexual assault; • sexual harassment, 9 such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; • upskirting, 10 which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; • sexting (also known as youth produced sexual imagery); and • initiation/hazing type violence and rituals. At Eastcombe Primary School abuse will never be tolerated.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- **Compromised Care:** Sometimes children need to be safeguarded due to the impact of factors which reduce their parent or carer's ability to care for them. This can have severe consequences for the child if it is not identified or no action is taken. Compromised care may arise due to:

Domestic Violence and Abuse: This is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of sexuality (Department of Health 2005). It occurs across the whole of society regardless of race, ethnicity, religion, social class, age, income and where a person lives. Be aware that witnessing domestic violence and abuse constitutes harm to a child or young person.

Mental illness of parent or carer: If a parent or carer has a mental illness, it is important not to make assumptions or generalise. However, assessment is important as there may be times that due to the effects of the illness on the parent or carer's behaviour or the effects of medication, there is a possibility that some children may be adversely affected or be at risk of harm.

Drug, medication or alcohol misuse of parent or carer: If a parent or carer misuses drugs, medication or alcohol, this may impact on their parenting capacity but it is important not to generalise or make assumptions in this respect. Some substances may induce behaviour that increases the risk of harm or neglect to the child. The child's safety may also be compromised in other ways.

Learning disability of parent or carer: If a parent or carer has a learning disability, it is important not to make assumptions or generalise. Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input in to assessments relating to any child. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop the understanding, resources, skills and experience to meet the needs of their children.

Fabricated or induced illness (FII): Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy. The term FII covers a wide range of cases and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Persistent offending behaviour of parent or carer: If a parent or carer is involved in persistent offending behaviour the child's safety may be compromised. For example, the child's home may be targeted or there may be an 'open house' where it is unclear who is providing care for the child, and where individuals who pose a risk of harm may have access to the child.

Imprisonment of parent or carer or the imminent release of a parent or carer: If a parent is imprisoned or due for imminent release this may have an impact on the family and children may be particularly vulnerable at this time.

At Eastcombe Primary School we recognise that children with SEND can have potential abuse put down to their needs, may have communication difficulties, may be prone to isolation and may require additional pastoral support. We recognise that pupil's with SEND can be more prone to peer group isolation.

Identification of concerns

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHCE curriculum for the children to develop the skills they need to recognise and stay safe from abuse.

Opportunities to teach safeguarding

Eastcombe Primary School takes every opportunity to teach safeguarding as part of our broad and balanced curriculum. We teach e-safety through our computing curriculum and use the new DfE guidance on teaching online safety in school. We use the GHLL Pink Curriculum and GHLL Relationships and Sex Education scheme across the whole school.

Safeguarding / Child Protection Procedures

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board these can be found on the GSCB website (www.gscb.org.uk) We adhere to MAPPA (multi agency public protection arrangements) and take account of guidance issued by the Department for Children, Schools and Families to;

- Ensure we have a designated senior person for safeguarding (child protection), who has received appropriate training and support for this role.
- Ensure that the DSL and DDSL are always available to discuss concerns. We have a contingency plan if both DSL's are out.
- Ensure we have a nominated governor responsible for child protection and has received appropriate training.
- Ensure that the Single Central Record of staff DBS checks is kept up to date.
- Ensure every staff member (including new, temporary and supply staff and volunteers) and governing body knows the name of the DSL responsible for child

protection and their role and have received safeguarding induction within their first 7 days of employment.

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on 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.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- 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 safer recruitment practices are always followed.
- Ensure that staff have read and understood part 1 of Keeping Children safe in Education.
- Ensure that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensure that the DSL leads on the Prevent Agenda

Procedure to be followed if an adult has concerns about a child

Any action taken by the named DSL when dealing with an issue of child protection must be in accordance with the procedures outlined in the LA's Child Protection guidelines.

All adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded. Staff should not assume that somebody else will take action and should share information that might be critical in keeping a child safe.

If teachers suspect that a child in their class may be a victim of abuse, they should not try to investigate, but should immediately inform the DSL about their concerns. Abuse can be of a physical, sexual or emotional nature. It can also be the result of neglect. Staff must not keep to themselves any information about abuse which a child gives them; they are required by law to pass this information on.

If a child alleges abuse, the school will usually make a referral to the LA without first informing parents. However, in some circumstances parents will be informed first.

If a referral is made, a case conference is likely to be called. Case conferences offer the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held.

Procedure where Honour Based Abuse Forced Marriage, Female Genital Mutilation is suspected/alleged

Honour based Abuse is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. 'Abuse committed in the context of 'preserving honour' often involves a wider network of family or community pressure and can include multiple perpetrators'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South

Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

For more information see;

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>

Female Genital Mutilation is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/fgm/>

If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure to follow if adults have concerns'.

Child sexual exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can: • children who have older boyfriends or girlfriends; and • children who suffer from sexually transmitted infections or become pregnant. If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure to follow if adults have concerns'.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE: • children who appear with unexplained gifts or new possessions; • children who associate with other young people involved in exploitation; • children who suffer from changes in emotional well-being; • children who misuse drugs and alcohol; • children who go missing for periods of time or regularly come home late; and • children who regularly miss school or education or do not take part in education.

Sexting

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. 'Sexting' is often seen as flirting by children and young people who feel that it's a part of normal life.

NSPCC online information 2015

Where staff have concerns regarding a child accessing or sending images, they should contact the DSL immediately for further advice.

Gender Identity and Sexuality

We believe that Relationship and Sex Education should meet the needs of all pupils regardless of their developing sexuality and gender identity and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. The school liaises with parents on this issue to reassure them of the content and context.

Violence against Women and Girls (VAWG)

If professionals become aware that a child is being subjected to violence, they should always follow their child protection process. Professionals should note that male victims will receive the same access to protection.

Radicalisation & The Prevent Duty/Agenda

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. The school takes its responsibilities in relation to the Counter Terrorism and Security Act 2015 very seriously.

Although serious incidents involving radicalisation have not occurred at Eastcombe Primary School to date, we will be constantly vigilant and remain fully informed about the issues which affect the wider community. Staff are trained to understand that that instances of radicalisation 'could happen here' and to refer any concerns to the DSL who is the Prevent Lead. Effective engagement with parents/the family should be considered as they are in the key position to spot signs of radicalisation. We will assist and advise families who raise concerns and sign post to support. British Values are promoted within the curriculum and on the website.

Trafficking

Wherever staff or volunteers come into contact with a child who has arrived unaccompanied in the country and is not in contact with Children's Social Services or a child who is accompanied, but for whom they have concerns regarding their welfare or safety, they should consult the DSL immediately.

Teenage Relationship Abuse

Domestic abuse between young people including issues with consent. The GCSB (Gloucestershire Safeguarding Children's Board) have published a Domestic Abuse pathway for educational settings which is on the GSCB website.

Gloucestershire Domestic Abuse Support Service (GDASS) www.gdass.org.uk

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

Gangs and Youth Violence

Schools have a duty and a responsibility to protect their pupils and students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime.

Schools and colleges are places where important interventions can take place to prevent violent behaviour, including more serious violence such as young people carrying a knife, and violence that takes place in the community.

Where a member of staff suspects that violence may be occurring no matter how low level, the DSL should be consulted immediately.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Serious Crime

All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate children have been approached by, or are involved with individuals associated with criminal networks or gangs. DfE 2019a.

Private Fostering

Private fostering is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'. It is imperative that the local authority are notified if a child is living with someone who is not their parent or a 'connected person' for longer than 28 days. The local authority need to be satisfied that the placement is suitable and the child is safe. To be defined as 'private fostering', the child must be living with that person for longer than 28 days and this should be continuous but can include occasional short breaks. Private fostering arrangements are always referred to the local authority Safeguarding team.

Support for Pupils

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

- The content of the curriculum – ensuring safeguarding issues are explored
- 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 that has occurred.
- Liaison with other agencies that support the pupil such as social services, CYPS, entitlement and inclusion, and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Safer Working Practice

All staff are required to read the document "Safer Working Practice" as part of their Eastcombe Primary Safeguarding and Child Protection Induction. Staff sign to say they are aware of the document and know how to access it for future referral. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Safe working practice ensures that pupils are safe and all staff, volunteers and governors:

- 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 the confidentiality policy.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Anti-Bullying inc cyber bullying

We take bullying very seriously and appreciate the misery that comes from young people being bullied. Our Anti Bullying Policy is available on the school website and in staff handbooks for reference. Serious bullying, including cyber bullying, causing children frequently to feel frightened or in danger is a form of emotional abuse. This could include bullying from siblings.

Whistle Blowing

Staff have access to copies of our school Whistle Blowing Policy.

Employment and recruitment

We ensure we practise safer 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 who work with children. We aim for the accredited persons in our setting to be: The Headteacher, and at least one member of the Governing Body. References:

We recognise that internal candidates also require references before an interview and that these references should be from a senior person with appropriate authority and not from a

colleague. All references should be verified to ensure that they originate from a legitimate source and this will be documented.

Physical restraint

There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation and follow guidelines in 'The Guide to Safer Working Practices' document. (See Physical Handling Policy)

Children missing from education

Should any child not be in school for morning registration the class teacher will in the first instance inform the school office. The secretary will telephone parents of children who have not come to school and where no reason has been given normally by 9:30am and this is formally recorded. (See Child Missing from Education Policy for additional details). We hold two emergency contacts per child.

Children missing from home or care

Medication

The school has a number of policies to support the use of medication in school and supporting pupils with long term medical illnesses. These are;

- Administering Medicines Policy
- Medical needs Policy.
- Intimate care plans

Staff receive regular first aid training and there are a number of staff who have received specific training to undertake the role of first aiders in school. Where pupils have specific needs, these will be identified on a plan, agreed with both the child and parents.

Allegations against staff

If an allegation is made against a member of the school staff (or a volunteer helper), it will always be investigated by the Headteacher, after contacting the LADO for specific guidance, or, in the case of the allegation being against the Headteacher, by the chair of the governing body. If it is felt, after these initial investigations, that a further enquiry is needed, suspension will be considered. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the LA on these matters, and comply with national and locally agreed guidance. (See Allegations policy)

Staff training

The DSL will receive regular training to raise their awareness of abuse, and to improve their knowledge of the child protection procedures that have been agreed locally. This will occur every 2 years. Whole staff training for Child Protection must take place every three years. It is the DSL's responsibility to ensure that any temporary staff, volunteers, supply staff etc have the knowledge and information that they require in order to ensure the safety and well being of our pupils. Staff will also receive information regarding Safer Working Practices with young people and will sign to acknowledge that they have received and read this information. All staff are made aware of systems which support safeguarding during induction. The process of induction includes receiving a copy of; Part 1, Child protection policy, the behaviour policy, staff behaviour policy, safeguarding response to children who go missing from education, role and identity of the DSL and DDSL.

Confidentiality

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

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

Monitoring and review

The governing body will ensure that the school has designated a senior member of staff to take lead responsibility for dealing with child protection issues.

This policy will be reviewed annually by the governing body.

Links to additional Policies:

This policy should be read in conjunction with all school policies; with specific reference to Whistleblowing, Health and Safety, Single Central Record, Child Protection Procedures, Allegations, Anti-Bullying, Racial Equality, Positive Behaviour, Staff code of Conduct and Confidentiality, Offer of Early Help.

ACRONYMS

DSL	- Designated Safeguarding Lead
DDSL	- Deputy Designated Safeguarding Lead
DfE	- Department for Education
NCSL	- National College for School Leadership
GSCB	- Gloucestershire Safeguarding Children's Board
SEND	- Special Educational Needs and Disabilities
SENCO	- Special Educational Needs Co-ordinator
DBS	- Disclosure and barring service
LA	- Local Authority
LADO	- Local Authority Designated Officer

Links to relevant Law and Guidance

- **Working Together to safeguarding Children 2018**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- Department for Education (DfE) (2020) Keeping children safe in education: statutory guidance for schools and colleges. London: Department for Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf
- **Gloucestershire Safeguarding Children's Executive GSCE**
www.gscb.org.uk

- **Family Information Service – Gloucestershire**
<http://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/family-information-service-fis/>
- **Ofsted (2019a) The education inspection framework. London:**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf
- **Ofsted (2019b) Inspecting safeguarding in early years, education and skills settings. London:** <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>
- **The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**
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