

WINTON PRIMARY SCHOOL



Safeguarding and Child Protection Policy

2018/19

Status	Current	Approval	Full Governing Body
Maintenance	FGB	Role(s) responsibility	Designated Safeguarding Lead
Date effective	Dec 18	Date of last review	Dec 18
Date of next review	Dec 19	Date withdrawn	

This School recognises that safeguarding is everyone's responsibility (KCSIE 2016)

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 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 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, 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 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 students.
- 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, 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. 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 if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.

1. 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 and to those in need of early help services).

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 practitioners work within the same child protection/safeguarding procedures.

2. Specific roles in Safeguarding children

The School has a Nominated Safeguarding Governor who takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead, the Head Teacher and Chair of Governors on safeguarding issues. The responsibilities of the Governing body are in relation to safeguarding are in KCSIE Part 2 and Ofsted Inspecting safeguarding in early years, education and skills settings (2018) Annex 1 (see also LSCB guidance).

The Designated Safeguarding Lead (DSL) is a senior member of staff from the school leadership team, and person most likely to have a complete safeguarding picture, who has the appropriate training, authority, time support and resources to fulfil the duties of the role as described in the JD.

The Role of the DSL is set out in KCSIE 2018 (Annex B) and this should be explicit in the role holder's job description (JD) and they are 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 job description 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. Therefore the DSL has at least two deputies (currently 4) to provide safeguarding cover at all times e.g. the DSL may be on planned time away from the school for training etc. and the deputy off sick which could lead to unacceptable delay in protecting a child. In the absence of the DSL, all staff are aware of which deputy DSL is available.

(Further guidance in 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 2018)

- 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) **see Appendix 1.**
- The indicators of abuse and neglect could be included – KCSIE 2018 para 43-53

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 the Multi Agency Safeguarding Hub (MASH) if the child's situation does not appear to be improving (KCSIE 27).

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, School Counsellor, SENCO, Family Outreach Worker (FOW), Adolescent support worker (ASW), School attendance worker (SAW) breakfast club
- Refer to appropriate services e.g. CAMHS, YADAS.

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.

Emotional health including support for young people at exam and result time is very important and the safeguarding policy should state the provision within the school, services they can refer or sign post to, additional outside support services for pupils and their parents including on line support such as Childline. This is particularly relevant if the need is not thought to meet the threshold for CAMHS intervention. The SENCO, Pastoral Worker or DSL can discuss individual cases to gain information and advice with the CAMHS link worker. Support and training is available to staff in supporting pupils with their emotional needs and the DSL has been trained in "Supervising to Safeguard Children in School" and provides supervision to Pastoral Staff and others as required.

Further detail/advice is available in Working Together 2018, Chapter 1, KCSIE 2018 (6-11, 14, 17, 27 and Annex A) and LSCB Levels of Need and Continuum of Support guidance (July 2016)

Contextual Safeguarding issues i.e. children vulnerable to abuse or exploitation outside of their families, should be taken account of, Working Together Para 33 and KCSIE 50, and how the school can help to protect children accordingly.

The parental capacity to support the child will be considered and what further help can be offered e.g. FOW, parenting course.

For more information about Early Help and Integrated Working in Poole, please contact the EHAP: 01202 262626 - ehap@poole.gov.uk or visit <http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=ExVdCPZGbf4>

5. Responding to Disclosures – guidance for staff (see also flowchart Appendix 2)

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 or a Deputy DSL 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 the MASH whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
 - Although referrals to the MASH would normally be made by the DSL, or in their absence a deputy DSL or other member of the SLT but in exceptional circumstances any other individual with concerns can take advice from the local children's Social Care (MASH) and any action taken should be shared with the DSL (or Deputy) as soon as is practically possible (KCSIE 25)

MASH/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.
- Staff should be vigilant, protective and discuss any concerns with the DSL or deputy who will refer to Social Care or other agencies where appropriate.
- Staff use the LSCB Levels of Need and Continuum of Support guidance (July 2016) when making decisions about appropriate support or referral for a child. If required staff will also refer to the 'Four levels of need' and the 'Three domains'.
- 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 consider following local escalation procedures (KCSIE 33)
- 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://pandorsetscb.proceduresonline.com/chapters/p_escalation_pol.html

Social Care referrals:

Bournemouth MASH: Telephone 01202 458101

Poole MASH: Telephone 01202 735046

Dorset MASH: 01202 228866

The Dorset Police MASH

mash@dorset.pnn.police.uk

Call 101

6. Partnership with parents/carers and the community

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.

Winton 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 Winton Primary School. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

Information about safeguarding is readily available and visible in the school e.g. posters, names of DSLs and other relevant staff e.g. Anti Bullying Champion, Internet Safety Champion, Pastoral Care Worker, KCSIE LSCB leaflet, school web site.

The school has links with its local community which will promote the welfare and safeguarding of the pupils e.g. with respect to religious, cultural or other local issues.

The school will access early help services and will refer or sign post you to services with your consent. If you have any reason to make a complaint about the school, the procedures will be found on our school website:

www.wintonprimary.bournemouth.sch.uk/complaints-policy

7. Domestic Abuse

The 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.

Parents & Carers can access support with domestic violence from the following services [National DV Helpline](http://www.nationaldvhelpline.org) 0808 2000247, [Poole DA Outreach](http://www.poole.gov.uk) 01202 710777, [Bournemouth DA Service](http://www.bournemouth.gov.uk) 01202 547755

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 or a Deputy will attend and provide reports for strategy discussions, CP conferences, 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 abuse 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.

9a. Children with Special Educational Needs or Disabilities (see KCSIE 107)

Governors recognise that children with special educational needs or disabilities can face additional safeguarding challenges and may be especially vulnerable to abuse. Governors 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 criminal (including 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 is raised to these issues.

Governors 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

9b. Children with Mental Health/Emotional Health Needs

Pupils identified with mental health/emotional issues or those with parents/siblings identified with mental health issues will be offered additional support. Pupils will have a choice of staff who will listen to their concerns about themselves or other pupils and appropriate early help services are available within school/college.

Some staff will practice mental health first aid (if trained). (Karen Chapman, Pastoral Support Worker, is the trained member of school staff in mental health first aid). Referrals will be made to CAMHS or other appropriate services in conjunction with parents. The DSL or other appropriate member of staff may seek advice from the CAMHS Link Worker or consultation service.

There will be a strategy for providing ongoing education for young people subject to S26 Mental Health (Children & Families) Act 2014.

The school is working in line with mental health and behaviour in schools guidance 2016 issued by the government.

The school will support pupils with strategies to develop their own emotional well being i.e. emotional literacy and resilience. Additional support will be available at transition times or after bereavement or tragic events when pastoral staff will help prepare children for change.

9c. Children who are looked after, those previously looked after and care leavers KCSIE 98-100, 106

The DSL, deputies and other appropriate staff hold information about a child's legal status, care arrangements, contact arrangements, name of the Social Worker and work with the virtual school head/team. Previously looked after children remain vulnerable. Care leavers have plans initiated by the LA of which the school are aware.

9d. Substance Abuse

All staff should report any concerns about this issue to the DSL or in their absence the deputies. The DSL and deputies are aware of preventative education and advice which should be used if necessary.

9.e FGM/Forced Marriage/ So called 'Honour Based' violence (KCSIE Part 1, Annex A)

All staff should report any concerns about this issue to the DSL or in their absence the deputies. The DSL and deputies are aware of preventative education and advice which should be used if necessary.

9.f Trafficking and Modern Day Slavery

School have raised awareness with staff and ensured that they are aware of the procedures needed to be carried out. Referrals will be made to the police or MASH where there are safeguarding considerations for children.

9.g Gangs, Youth Violence, Weapons (KCSIE Part 1)

All staff should report any concerns about this issue to the DSL or in their absence the deputies. The DSL and deputies are aware of preventative education and advice which should be used if necessary.

9.h Children and the court system (KCSIE Annex A)

The pastoral team are aware of tools and support which can be accessed and offer additional support at school to children involved in any form of court process.

9.i Homelessness

The school and pastoral team are aware of any housing issues which may be posing a risk to a child's welfare. They work with appropriate services and where a child is thought to be at risk of harm, a referral is made to the MASH.

9.j Children with family members in prison

The school works with children to help mitigate negative consequences for those children, with a family member(s) in prison and works with other agencies who also provide assistance. (NICCO)

10. Peer on Peer Abuse e.g. bullying, present sexually problematic behaviour to others, violent behaviour or self harm(KCSIE 94-95)

Staff recognise that children are capable of abusing their peers. This peer on peer abuse can take different forms and staff will never tolerate it or pass it off as 'banter' or 'part of growing up'. All allegations will be investigated and dealt with and victims will be supported by school staff. The school has specific policies to deal with many of these forms of abuse including our Anti-Bullying Policy, E-Safety and reporting of prejudice related incidents. Staff can access further information about this sort of abuse in KCSIE 76-78.

Concerns about child on child sexual violence and sexual harassment will be reported to the DSL immediately and a referral made to the MASH who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. The School will use the School Risk Assessment Management Plan (RAMP). The risk to other pupils and staff must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school. (See also LSCB policy) and KCSIE Part 5 and Sexual Violence and Sexual Harassment between children in schools and colleges May 2018).

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 available and displayed around school.
- PSHE and collective worship are tools for teaching safeguarding to pupils as a preventative measure and specific foci such as Anti-bullying Week and Internet Safety Day are used to teach pupils about personal safety, impact of risky behaviour and exploitation.
- STEPs road safety support the school in teaching children about road safety
- The school uses the Safer Schools & Communities Team/or alternatives to private annual sessions for pupils around how to be safe online.
- As part of Internet Safety and PSHE, online support for pupils is promoted and is displayed on posters around school in connection with these events.
- School council take account of the views of pupils about safeguarding issues in school.

12. Safer Recruitment (KCSIE Part 3)

The school rigorously follows the safer recruitment practices outlined in Part 3 of Keeping Children Safe in Education 2016.

- All staff, directors and volunteers have a DBS check carried out and a Single Central Register is maintained to record these and other checks.
- All other checks such as on those moving from overseas, barred list etc are carried out and recorded on the Single Central Register.
- All relevant staff are trained in Safer Recruitment and at least one member of every interview panel has completed Safer Recruitment Training.
- KCSIE and LSCB guidance is followed for volunteers and governors. In addition to DBS checks, two references are taken up, candidates have an interview, a discussion about safeguarding prior to appointment, undertake training on

safeguarding and are made aware through induction training of the school policies.

- The school requires staff to complete a Disqualification by Association declaration and any declarations will be referred to LADO/Ofsted/DfE as required. The school applies the same level of diligence to all staff not just those who have a specific role with under 5s. Staff renew their declaration annually.

13. Staff training and induction

- All new staff, volunteers and Governors will receive Safeguarding induction to ensure understanding of the child protection/safeguarding policy and procedures.
- The DSL and deputies will attend 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 at least every three years with regular, and at least annual, up-dates and notifications of any necessary changes/reminders being made available as required e.g. via email, e-bulletins, staff meetings.
- The school follows LSCB guidance in relation to safeguarding training.

14. Safer working practice

- The school has a code of conduct which outlines the expectations for staff and how they can ensure they adopt safer working practices. This code and advice to staff is in line with 'Guidance for safer working practice for those working with children and young people in education settings' which is an update by the Safer Recruitment Consortium of a document previously published for schools by DfES.
- Safe working practice is a key element of the school's work as it ensures that pupils are safe and that all staff, volunteers and directors
 - Are responsible for their own actions and behaviour and 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 practitioner standards regardless of gender, race, disability or sexuality.
 - Are aware of confidentiality policy.
 - Are aware that breaches of the law and other practitioner guidelines could result in criminal or disciplinary action being taken against them.

The school also has an online safety policy which outlines guidance for staff and expectations for the safe use of technology. There is a flowchart (see Appendix 3) for managing incidents involving digital media.

15. Staff Behaviour

The school has a code of conduct which outlines how staff are expected to behave with children. Ensuring a professional manner, which secures the best outcomes for children and prevents allegations being made, is the primary purpose of the code of conduct. It is expected that staff;

- Treat all children with respect.
- Set a good example by conducting themselves 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, online safety and information sharing.
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid.
- Maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language.
- Maintain practitioner 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.
- Are not involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities.
- Declare any offences or involvement with the police relevant to their employment
- Report if safeguarding or criminal issues occur in their 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):

Bournemouth: Laura Baldwin (01202 456744)

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 2018 part 4, Allegations of abuse made against teachers and other staff and the Bournemouth and Poole 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. The Whistle Blowing Policy can be read for further detail of how to manage a situation.

Staff can also use the NSPCC whistle blowing helpline <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

17. Welcoming other Practitioners

Visitors with a practitioner 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.

Practitioner 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, safer recruitment procedures and the guidance in KCSIE is followed.

18. Off Site Visits

Off site visits are 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 the MASH if appropriate. In emergency the staff member in charge will contact the police and/or the MASH.

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

18.b Use of Alternative Provision

The headteacher/DSL ensure any other practitioners working with children have a clear DBS and that their setting is safe for children. The same level of rigor is applied that is for staff who are employed directly by the school. (KCSIE 179)

19. Photography and images

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 or their image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

The school makes a statement at events, where parents are taking photographs of children, that these are to be for personal use only and that these are not to be shared on social media.

20. Children missing from education, EHE, exclusion and attendance – KCSIE Part 1 – link, 51, Annex A

The school keeps its admission register accurate and up to date. Attendance and patterns of attendance are regularly reviewed. Any children missing education are reported as required by the statutory guidance, 'Children Missing Education' (Sept 2018).

A child missing education is at significant risk of under achievement, being a victim of harm, abuse or neglect including criminal or sexual exploitation or risk of radicalisation. After reasonable attempts have been made by the school to contact the family, the school will follow the Statutory Guidance and LSCB procedures and refer to the Local Authority education welfare/attendance service.

The school informs the 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.

In line with KCSIE part 1 - link, 51, Annex A, any safeguarding concerns about children who become EHE will be communicated to the MASH or other services.

If the school excludes a pupil from site or educates them off-site we will endeavour to ensure their safety.

The Statutory Guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England' (2017) sets out the lawful use of these powers.

21. The Prevent Agenda

The school takes its' responsibilities in relation to the Counter Terrorism and Security Act 2015 seriously. This duty is known as the Prevent duty. See also Prevent Duty Guidance for England and Wales Para 57 – 76

- The Prevent lead is the DSL.
- If concerns are raised, an assessment risk of pupils being radicalised and drawn into terrorism is undertaken.
- If an assessment is made, appropriate actions also take place alongside the assessment e.g. referral to the Channel programme or referring any concerns to the MASH or for immediate response call the Anti Terror hotline on 0800 789321.
- Where the school has any concerns about pupils travelling to a conflict zone, advice may be sought from the Home Office and a referral made to the MASH if still concerned.

- The school will work in partnership with other agencies.
- Effective engagement with parents/the family is a key part of school strategy as they are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns and sign post to support. School will discuss any concerns the school has with parents unless this is thought to put the child at risk.
- We will ensure all staff have training to raise awareness.
- School has in place IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- British values are promoted in the curriculum, assemblies and on the web site and other teaching and actions to help minimise engagement in extremist activity.
- Staff and parents are encouraged to use the following website <http://educateagainsthate.com/>

22. Children at risk of CSE (Child Sexual Exploitation) and other exploitation

The school works together with other agencies to identify and reduce the risks of child sexual exploitation. Local LSCB guidance and risk assessment tools are used as part of this process and concerns are addressed with Social Care/referred to the MASH.

Both staff and pupils receive education about CSE and children are advised as to how to keep themselves safe at an age appropriate level. The school also raises awareness with parents and sign posts parents to further advice. (See KCSIE part 1 and Annex A)

23. Other relevant policies

There are several other policies, shared with all staff on induction, that should be read in conjunction with this policy to ensure that pupils are safeguarded and that staff understand that, “**safeguarding is everyone’s responsibility**”. (KCSIE 2018)

These policies are:

- 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 – see KCSIE 108 and revised LSCB policy
- Online 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 with reference to NSPCC whistle blowing line
- Complaints procedure
- Schools letting policy

24. School Safeguarding Responsibilities Summary

The school will:

- Abide by the Keeping Children Safe in Education guidance
Safeguarding and promoting the welfare of children is everyone’s responsibility.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early provide help and advice for children, and prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. Schools 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 and volunteers a copy of Part 1 of KCSIE and ensure that it is read and understood and that they have knowledge of and access to all of KCSIE, especially Part 4 'Allegations of abuse made against teachers and other staff' and Part 5 Child on Child Sexual Violence and Sexual Harassment
- 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 responsible for safeguarding practice within the school.
- Have safeguarding as a standing agenda item at staff meetings and governing body meetings and minutes recorded.
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and appoint other Deputy DSLs 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) and those previously looked after who will work closely with the Local Authority including Social Workers and the Virtual Head who will work closely with the DSL where this post is held separately.
- Require teachers, staff and volunteers to work within the appropriate Bournemouth and Poole LSCB procedures, school policy and good practice guidelines.
- 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 are on, school premises i.e. after school clubs, sports clubs) have up to date safeguarding policies and are signed up to Safeguarding Procedures. Also ensure that they follow guidelines on the use of restraint and comply with the safeguarding requirements.,
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings and the agreed school code of conduct/behaviour policy
- Sign up to the Dorset Information Sharing Charter (DISC) previously the Dorset overarching information sharing protocol and share information relating to MARAC and the Personal information sharing agreement with respect to receiving alerts about domestic abuse and advise parents accordingly
- 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 online-safety policy in line with LSCB requirements. Have a member of staff as an Online/E-Safety Champion.
- Have a Prevent lead and actions in relation to the Prevent Duty
- 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 or other means
- 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.
- Reporting on safeguarding to the Governing Body/Trustees at least annually
- Review and update the safeguarding policy annually
- and when any significant changes occur.

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

- Child exploitation including Child Sexual Exploitation (CSE)
- Bullying including cyberbullying and prejudice based bullying
- Children missing from education
- Children and the court system
- Children with family members in prison
- 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)
- Homelessness
- Honour – based violence (HBV)
- Illegal child employment
- Mental health
- Private fostering/any regulated activity such as host families
- Peer on peer abuse
- Radicalisation/extremism

- Sexting/grooming and other E safety issues
- Sexual violence and sexual harassment between children
- Teenage relationship abuse
- Trafficking and modern slavery

For more information see the links to Government guidance in KCSIE 2018

25. Links to relevant law and guidance

- Working Together to Safeguarding Children 2018
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
- Keeping children safe in education 2018
<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 2018
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>
- Guidance for Safer Working Practice for Adults who work with children and young people
<https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- Bournemouth and Poole Local Safeguarding Children's board (LSCB)
www.bournemouth-poole-lscb.org.uk
- Governor/Trustee's Handbook – January 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf
- 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>
- Preventing and Tackling Bullying
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- Department for Education – e-safety guidelines
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
- The South West Grid for Learning (SWGfL)
<http://swgfl.org.uk/>
- Family Information Service – Borough of Poole
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>
- Family Information Service –Bournemouth Borough Council
<http://www.bournemouth.gov.uk/ChildrenEducation/Childcare/ChildrensInformationService.aspx>
- ‘Exclusion from maintained schools, Academies and pupil referral units in England’ (2017)
<https://www.gov.uk/government/publications/school-exclusion>.
- Children Missing Education (September 2016)
<https://www.gov.uk/government/publications/children-missing-education>
- LSCB Levels of Need and Continuum of Support (July 2016)
http://www.proceduresonline.com/pandorset_scb/user_controlled_lcms_area/uploaded_files/LSCB%20Levels%20of%20Need%20%26%20Continuum%20of%20Support%20-%20July%202016.pdf

The Designated Safeguarding Lead is Neil Tarchetti, Headteacher

Telephone number: 01202 513988

The Deputy Designated Staff for Safeguarding are Kate James, Head of School; Laura Perrett, Assistant Headteacher; Ali Sinclair, Assistant Headteacher.

Telephone number: 01202 513988


The Lead Safeguarding Governor/Trustee is Paul Gaston

Telephone number: 01202 513988

Date Safeguarding policy adopted by Governing Body 4/12/18

Signed

Head teacher.....

Chair of Governors/Trustees.....

Date to be reviewed December 2019

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 1 Types of abuse and neglect

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

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as

masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Recognising abuse:

Domestic Abuse (Violence). Whilst not a stand alone category, domestic abuse has a significant impact on pupils who experience it in their home. This is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Make a statement here regarding the school's role in domestic violence i.e. if you have agreed to provide and share information for MARAC and if you have agreed to receive 'alerts' from the police via children's services when a DA incident occurs and what you do with this information (or put in 13).

Indicators of Abuse

Indicators of child abuse may include the following:

Physical Abuse

Physical indicators: unexplained bruising, marks or injuries especially on areas of the body where accidental injuries are unlikely, bruises which reflect hand or fingertip marks, cigarette burns, scalds, broken bones (especially in children under 2 years).

Behavioural indicators: fear of going home, fear of parents being contacted, flinching when approached or touched, withdrawn behaviour, reluctance to get changed, running away.

Emotional Abuse

Physical indicators: failure to grow or thrive, sudden onset of speech disorders, developmental delay.

Behavioural indicators: fear of parents being contacted, excessive fear of making mistakes, unwillingness to play or take part, neurotic behaviour (e.g. hair twisting, rocking), self harm.

Sexual Abuse

Physical indicators: stomach pains, bruising or bleeding near the genital area, discomfort when walking or sitting down, vaginal discharge or infection, sexually transmitted disease.

Behavioural indicators: sudden or unexplained changes in behaviour, apparent fear of someone, nightmares, eating problems or disorders, sexual knowledge which is beyond their age or developmental level, acting in a sexually explicit way, sexual drawings or language, substance or drug abuse, unexplained sources of money, not allowed to have friends.

Neglect

Physical indicators: unkempt state, inappropriate clothing, weight loss / underweight, constant hunger, tiredness.

Behavioural indicators: truancy, lateness, missing doctor or hospital appointments, stealing food, few friends, regularly left alone and unsupervised.

Domestic violence has a significant impact on children and young people. The impact may be emotional or physical. Hughes research 1992 found 1/3 of children in households with domestic violence as a feature were sexually abused, half were physically abused.

Definition of Bullying

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those bullied to defend themselves.

Anyone can be the target of bullying although victims are typically shy, sensitive and sometimes insecure. It is common for the targets of bullying to be different from others in some obvious way such as overweight, very small, having a disability or being from a different race or culture.

Bullying can be carried out by boys or girls, adults or children.

Bullying can be carried out by:

- Anyone who intimidates or ridicules another.
- Anyone who pushes a pupil too hard.
- Anyone who has an attitude of "win at all costs" and places unacceptable pressure on pupil.

It is important to recognise that bullying may take the form of:

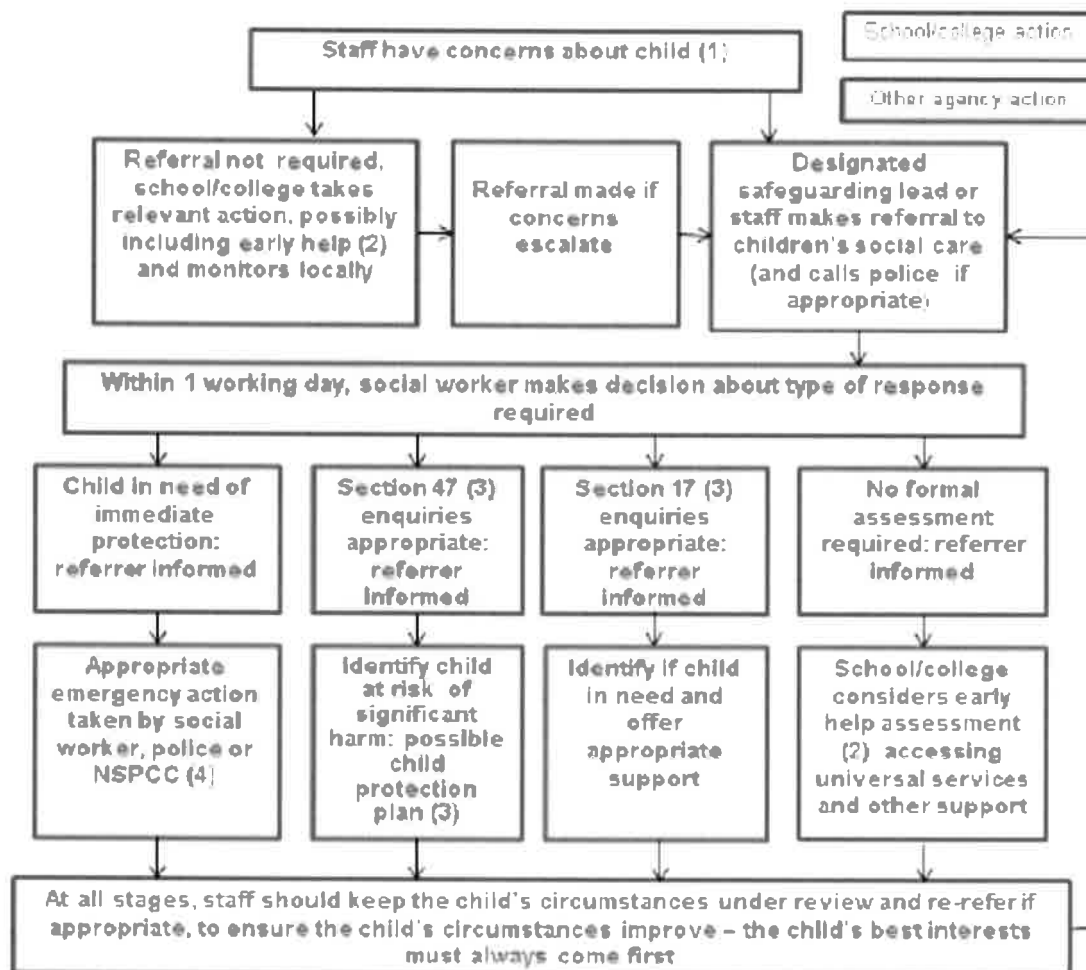
- Physical abuse – hitting, kicking, pinching, hair pulling, happy slapping, etc.
- Verbal abuse – teasing, name-calling, sarcasm, threats, racist or sexist comments.
- Emotional abuse – ridicule, tormenting, humiliation, ostracising
- If bullying comprises a sexual nature a referral must be made to the Children's Social Care Triage Team
- Cyber bullying

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

- child sexual exploitation (CSE)
- 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)
- mental health
- 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

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

Appendix 3

Managing incidents using digital media

