



HAWKESBURY CE VC PRIMARY SCHOOL

Child Protection Policy

1. Introduction

- 1.1 At Hawkesbury CE VC Primary School we are committed to creating and maintaining a safe and secure environment for pupils, staff, governors, volunteers and visitors and to promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.
- 1.2 Our policy draws on all relevant legislation and guidance including, the Children Act (1989 and 2004), Keeping Children Safe in Education: Statutory guidance for schools and colleges (2016), the Prevent Duty (2016), the four guiding principles of the UN Convention on the Rights of the Child (UNCRC) and Working Together to Safeguard Children (2015).
- 1.3 Other school policies and procedures which should be read alongside this policy include: Health and Safety, Single Equality Plan (including Anti-Bullying), Discipline and Behaviour, Code of Conduct, Allegations against Staff, Use of Reasonable Force, School Trips, Managing Medical Needs (including intimate care), Whistle-Blowing, E-Safety, Social Media, Complaints, Grievance and Confidentiality.
- 1.4 We believe that our school provides a safe, positive and caring environment in which children can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.
- 1.5 **The four main elements to this policy are:**
 - Striving to **prevent** harm through the development of a positive school ethos, a safe school environment, a full curriculum and through the offer of pastoral support to pupils and their families;
 - School's child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns;
 - **Support** for pupils who may have suffered significant harm, and their families; and
 - **Staff recruitment, management and support systems** which protect children.
- 1.6 Our policy applies to all staff, volunteers and governors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL in his/her absence.
- 1.7 We recognise the need to be alert to the risks posed by strangers who may wish to harm children in school or travelling to and from school and their homes.
- 1.8 We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that "it could happen here where safeguarding is concerned" (Keeping Children Safe in Education, 2016).
- 1.9 A copy of this policy is available on request to parents/carers and is also accessible via the school website.

2. Aims of the Policy

- To support the development of the whole child as an individual by promoting security, confidence and independence
- To raise awareness of all staff to their responsibilities in identifying and reporting possible causes of abuse
- To ensure that staff concerned with particular children in need are aware of their role and responsibility in safeguarding these pupils
- To use a clear system of monitoring children who are known to be or considered as likely to be at risk of harm

- To ensure that good communication between all members of staff is fostered.
- To develop and promote effective working relationships with other agencies, especially Social Care, Health and Avon and Somerset Police.
- To ensure all adults working within the school with access to children and young people undergo all relevant checks e.g. enhanced DBS check and Disqualification by Association, as set out in [Keeping Children Safe in Education](#) (2016)
- To ensure all staff are clear about the 'Paramountcy Principle' that the welfare of the child is the paramount consideration in proceedings concerning children.

3. Designated Safeguarding Lead (DSL)

The DSL in this school is: **ED RIDDINGTON**

In their absence, these matters will be dealt with by the Deputy DSL: **CHRISTINE WILSON**

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding and child protection issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

3.1 Designated Governor

The Designated Governor for Safeguarding at this school is: **JANE WHITWORTH**

The responsibilities of governing bodies, proprietors and management committees are outlined in part two of [Keeping Children Safe in Education](#) 2016.

Prevention

4.1 We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm

4.2 The school will therefore:

- establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in the school who they can approach if they are worried or in difficulty
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through PSHE and the SEAL programme
- include in the curriculum materials which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children

5 Infrastructure and Procedures

6 The procedures for safeguarding children and young people will be in line with the [South West Child Protection Procedures](#) and those accessed on the South Gloucestershire Safeguarding Board (SGSCB) website - [SGSCB](#)

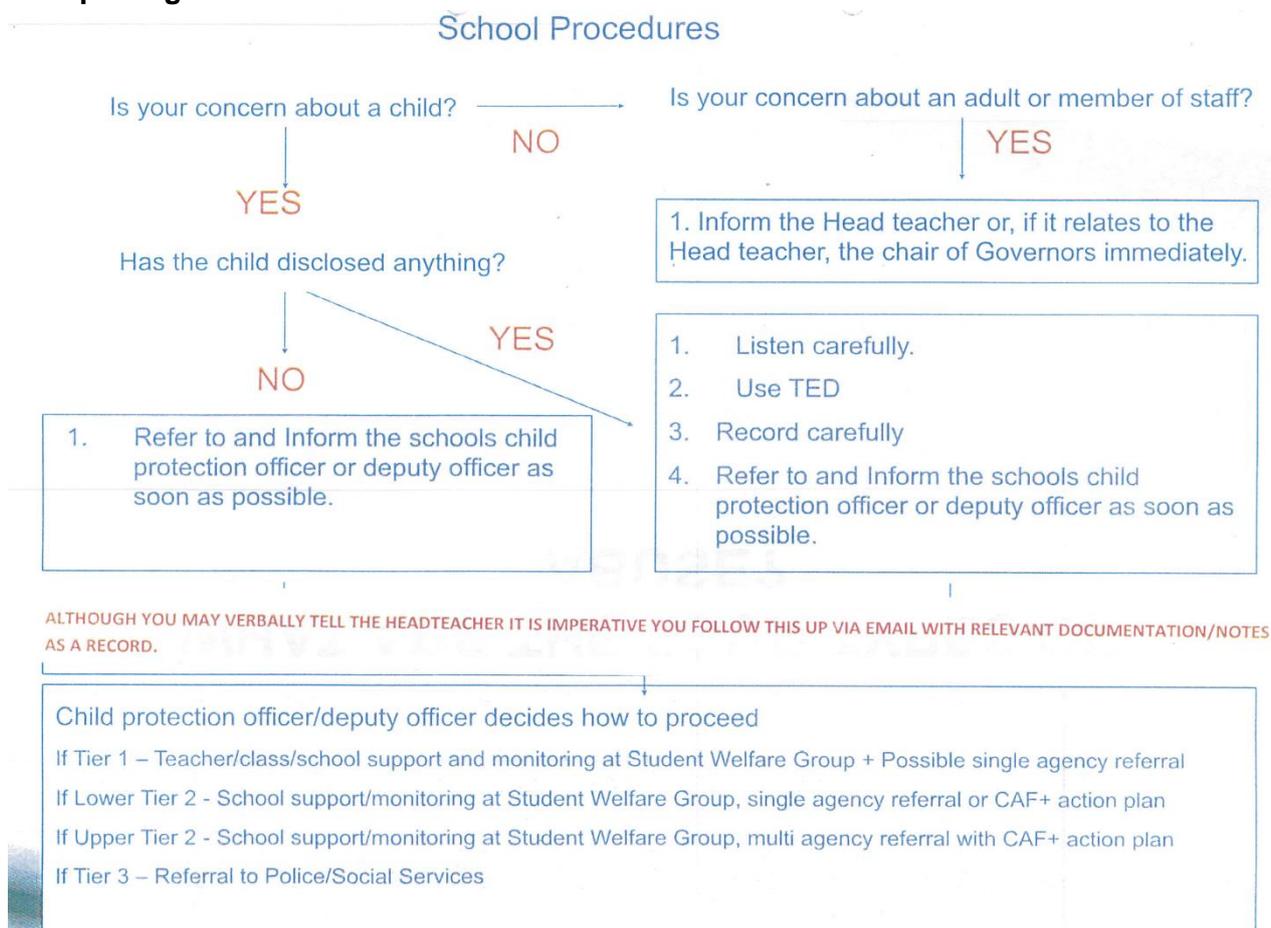
6.1 **As a whole school we will ensure that:**

- We have a Designated Safeguarding Lead (DSL) who will be trained to an advanced level by attending Advanced Inter-agency training and maintained by attending CP Update training every 2 years thereafter. The DSL is a member of the senior leadership team;

- We have at least one deputy DSL who will meet the same training requirements as the DSL outlined above;
- Every member of staff and every governor knows and understands:
 - the name of the DSL, Deputy DSL(s) and Designated Governor and their roles around safeguarding and child protection;
 - that they have an individual statutory responsibility for referring child protection concerns to the DSL as soon as can reasonably be considered possible; and
 - their responsibilities as outlined in Keeping Children Safe in Education, 2016;.
- All members of staff receive whole setting refresher training every 3 years which covers:
 - their personal responsibilities in relation to child protection;
 - school child protection procedures;
 - identifying signs of abuse/suspected abuse;
 - how to support a child, young person or adult who discloses abuse;
 - current national and local issues in safeguarding and child protection;
 - whistleblowing and the role of the Local Authority Designated Officer (LADO); and
 - relevant legislation related to child protection
- All matters relating to child protection are confidential. Information about a child or young person will only be disclosed to members of staff on a need to know basis, in line with [Information Sharing Guidance for Practitioners Providing Safeguarding Services 2015](#)
- All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children.
- All staff are aware that they should never promise a child that they can keep secrets for them.
- All staff are aware that they need to obtain support and help for the children and young people should it be necessary;
- All members of staff recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse; school staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse
- Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role they play in child protection and that good communication between parents/carers and the school is vital to this.
- All new members of staff are advised of our Child Protection procedures and given a copy of this policy during their induction to the school
- All supply and temporary staff are given a copy of the school procedures flowchart and the names of the DSL, Deputy DSL(s) and Chair of Governors;
- Entry to school premises during the school day is electronically controlled by the front door and authorised visitors to the school will be logged into and out of the premises.
- Visitors, when arriving at reception, will be asked to read a summary of the school's safeguarding procedures. Their signing in will be an acknowledgement that they understand the purpose of the procedures; and
- Parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off) and that this is with the permission of the school. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of children.

The following procedure is a summary flow chart of all action relating to the schools child protection and safeguarding and should be followed in each and every case

Reporting Concerns



It is important that all communication is given in the form of an email as soon as possible as an official record.

6.2 The DSL is responsible for:

- 6.2.A ensuring that he/she works closely with the deputy designated teachers such that he/she can act effectively in their absence
- 6.2.B Adhering to SGSCB procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being;
- 6.2.C Ensuring that in the case of a referral to ART, the parents/carers are informed immediately unless doing so would put the child or young person at risk of further harm;
- 6.2.D Ensuring that written records are kept about any child about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and neglect.
- 6.2.E Storing such records confidentially in a secure locked cabinet (In the Head teacher's office)

- 6.2.F Checking the attendance of children and young people subject to a child protection plan notifying the local social care team if:
 - a pupil subject to a child protection plan is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason;
- 6.2.G Attendance at initial case conferences, core groups and child protection review conferences
- 6.2.H Submitting written reports to Social Care on request within the agreed time limits
- 6.2.I Liaising with other agencies to safeguard children
- 6.2.J Notifying parents/carers as soon as possible if pupils sustain an injury or are affected by an incident whilst they are the responsibility of the school
- 6.2.K Ensuring that a photocopy of all child protection records is forwarded, under confidential cover, to a child's new school following a transfer
- 6.2.L Retain copies of all Child Protection files including those for children no longer on roll until the child reaches 25.

7 Support

- 7.1 We recognise that when children are the victims of abuse or are witnessing domestic abuse their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children at risk. We also recognise that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- 7.2 Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for children's behaviour – all behaviour is communication.
- 7.3 We understand that our role is to help children combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children feel valued, safe and secure and are encouraged to talk and are always listened to.
- 7.4 We recognise that additional barriers can exist when recognising abuse and neglect with children who have special educational needs (SEN). These barriers can include:
- a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - b) children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
 - c) communication barriers and difficulties in overcoming these barriers

7.5 The school will endeavour to support pupils with difficulties through:

- continued monitoring of their development coordinated by the DSL officer in collaboration with other staff working directly with those children.
- keeping records and notifying ART as soon as there is a recurrence of a concern.
- continued close collaboration with parents/carers.
- liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student.
- the school's behaviour policy, which outlines a consistent approach focusing on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth.
- Providing appropriate pastoral support and care.

8 SUPPORTING STAFF

We recognise that staff who have been involved with a child who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate.

9 ALLEGATIONS AGAINST STAFF

- If an allegation is made against, or there are concerns about the behaviour of a member of staff, volunteer or Governor, the Head teacher must be informed immediately;
- Where the allegation is against, or the concern is about the Head teacher, the Chair of Governors must be informed immediately ;
- If the Chair of Governors cannot be contacted, the LADO must be informed immediately;
- If the response (from either the Head teacher or the Chair of Governors) to a report of an allegation or concern is felt to be unsatisfactory e.g. minimising, then the LADO must be informed immediately.

10 WHISTLE-BLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. A Whistleblowing Policy is in place for this purpose.

11 STAFF CODE OF CONDUCT

- 11.1.A All staff (paid and voluntary) and governors are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's Behaviour Policy.
- 11.1.B Whilst it would be unrealistic to prohibit all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should be in line with the school's policy for restraint, a record will be made of the incident and the Headteacher informed on the same day.
- 11.1.C For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; musical instrument tuition, for example, the door to the room in which the counselling or meeting is taking place should be left open. All rooms which are used for the teaching or counselling of pupils will have clear glass panels in the doors or the doors will be left open.
- 11.1.D School staff should also be alert to the possible risks which might arise from contact with pupils outside the school including the use of social media. The school's social media policy prohibits this.
- 11.1.E All staff are expected to sign and adhere to the Acceptable Use of Technologies. This is signed during the induction of all staff.

12 THE PREVENT DUTY

- 12.1 In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation as part of our safeguarding duties. The

statutory guidance makes clear that schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

- 12.2 The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context.
- 12.3 It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations may and do seek to radicalise young people through the use of social media and the internet.
- 12.4 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.
- 12.5 School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
- 12.6 Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.
- 12.7 The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

13 SEXUAL EXPLOITATION

- 13.1 Child sexual exploitation is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in rural as well as urban areas and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

- 13.2 Key indicators of children being sexually exploited which can include:
 - a) going missing for periods of time or regularly coming home late;
 - b) regularly missing school or education or not taking part in education;
 - c) appearing with unexplained gifts or new possessions;
 - d) associating with other young people involved in exploitation;
 - e) having older boyfriends or girlfriends;
 - f) suffering from sexually transmitted infections;
 - g) mood swings or changes in emotional wellbeing;
 - h) drug and alcohol misuse;

- i) displaying inappropriate sexualised behaviour.

13.2.A Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such but they should still be regarded as victims.

14.0 FEMALE GENITAL MUTILATION (FGM) AND THE MANDATORY REPORTING DUTY

As all staff should be vigilant to the indicators of child sexual exploitation - the same is relevant for FGM.

Section 5B of the 2003 FGM Act introduced a mandatory duty which requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her;
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Further information about making a report to the police can be found in the [FGM Mandatory Reporting Procedures](#). The DSL must be kept notified of any disclosures, concerns and calls made to the police. Recordings of disclosures/concerns and any subsequent conversations must be logged and given to the DSL as with any other safeguarding/child protection issue.

15.0 PEER ON PEER ABUSE (including sexting)

- 15.1 We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy. Instances of peer on peer abuse might include gender based bullying.
- 15.2 As a school we will minimise the risk of allegations against other pupils by:
 - a) Providing a developmentally appropriate PSHE and IT syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
 - b) Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
 - c) Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
 - d) Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.
- 15.3 When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- 15.4 A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- 15.5 The DSL should contact the access and response team (ART) to discuss the case
- 15.6 The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- 15.7 If the allegation indicates that a potential criminal offence has taken place, the case will be referred to the police
- 15.8 Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- 15.9 The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils

- 15.10 It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- 15.11 Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- 15.12 In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- 15.13 The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Agreed at the Full Governing Body meeting on 28th February 2017 Agenda Item 11.

Signed: _____ Chair of Governors

Review Date: February 2018

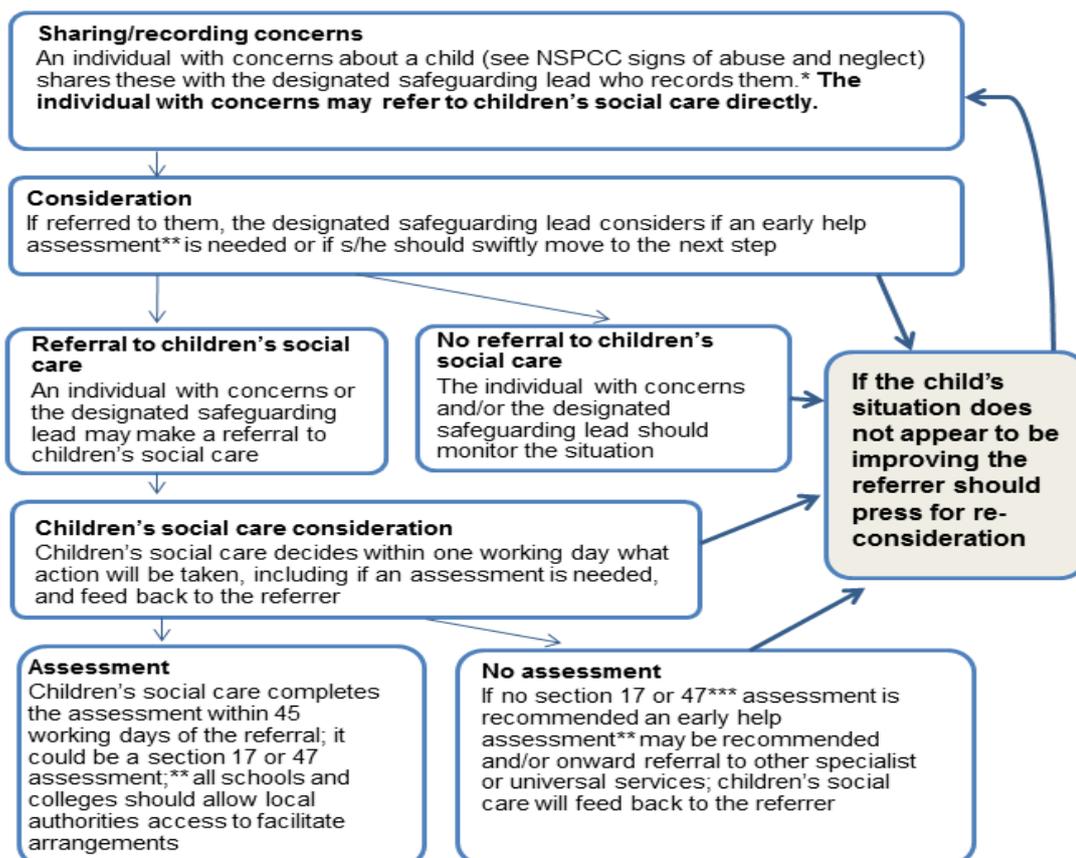
Equalities Impact Assessment: Completed



APPENDIX A: Detailed action taken by the designated officer.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

ABUSE DEFINITIONS

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. (KCSIE: September 2016)

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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 persistent 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 cyber bullying), 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, though 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.