

St Peter's Anglican/Methodist V.C Primary School



Unlocking our potential for life - long learning

Safeguarding and Child Protection Policy

School Address	Bank Road Pilning South Gloucestershire BS35 4JG
School Contact Number	01454 631137

Named staff and governors with specific child protection responsibilities and Local Authority contacts

Designated Senior Person for Child Protection:

Rhys Buckley
Darren Hunt

Other staff with child protection responsibilities:

All teaching staff

Support staff – reporting any concerns to the class or head teacher as appropriate

Nominated governor:

Mrs Helen Doggart

South Gloucestershire Local Authority Designated Officer (LADO)

Joanne Taylor, Business Support (LADO and Safeguarding),
PO Box 2082, South Gloucestershire Council.
Joanne.taylor@southglos.gov.uk

1. Introduction

St Peter's Anglican/Methodist V.C. Primary School has a statutory duty to promote and safeguard the welfare of children and have due regard to guidance issued by the Secretary of State, as laid down in Section 175 of the Education Act 2002.

St Peter's recognises its legal and moral duty to promote the wellbeing of children, protect them from harm and respond to child abuse. We believe that every child has a right to feel safe and protected from any situation or practice which is likely to result in a child being harmed, either physically or psychologically.

The school values of Respect, Friendship, Courage, Happiness and Success were created by the children and Governors, recognising the individual needs for social, moral, spiritual and cultural developments as well as academic.

We have a primary duty for the care, welfare and safety of pupils in our charge and this applies to teaching and learning, school and extra-curricular activities. In order to achieve this, all school staff, governors and volunteers are an integral part of the child safeguarding process and will be pro-active in child welfare matters.

The aim of this policy is to safeguard and promote our pupils' welfare, safety and health through clear and accessible responsibilities, agreed processes and procedures and guidance.

The policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in Keeping Children Safe in Education, DfE March 2015
- the South Gloucestershire Safeguarding Children Board procedures, available on their website, which contains inter-agency processes, protocols and expectations for safeguarding children.

There four main aspects to our safeguarding policy:

- prevention (establishing a safe environment in which children can learn and develop; raising pupil awareness and equipping them with the skills to keep them safe)
- protection (following agreed procedures, ensuring staff are trained and supported to respond appropriately to child protection concerns, working with partner agencies)
- support (accessing support for children, families and staff from within and outside schools as appropriate)
- working with parents and carers (ensuring communication and agreed actions are taken)

The Safeguarding Policy and procedures for child protection will be available on the St Peter's school website when complete and in school.

Where the governing body provides services or activities directly under the supervision or management of school staff, the school's agreed arrangements apply. Where services or activities are provided separately by another organisation or individual, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place.

2. Key roles and responsibilities

2.1. Designated Senior Person

The designated senior member of staff (designated person) for child protection in this school is:

Mr Rhys Buckley or in his absence
Mrs Lauren Harris-Cue Deputy Head

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

The broad areas of responsibility are:

- to refer cases of suspected abuse or allegations to the relevant investigating agencies;
- to act as a source of support, advice and expertise within school when deciding whether to make a referral by liaising with other agencies.

2.1.1. Training

- undertake this regularly to know how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of the Local Safeguarding Children Board, the conduct of a child protection conference and attend and contribute effectively when necessary;
- to ensure each member of staff has access to and understands the school's child protection policy;
- to ensure all staff have induction training covering child protection;
- to keep detailed, accurate and secure records of any referrals or concerns;
- to access resources and attend training courses at least every 2 years.

2.1.2. Raising Awareness

- to ensure the child protection policy is updated and reviewed annually and work with the governing body to do so;
- to ensure parents see copies of the child protection policy which alerts them to the fact that referrals may be made and the role of the school in this;
- when children leave the school ensure any child protection file is transferred to the designated person for child protection at the new school;
- when a child leaves and the new school is not known, ensure that the local authority is alerted so that the child can be included on the database for missing children.

2.2. Headteacher

The headteacher:

- puts in place procedures for handling cases of suspected abuse;
- liaises with the nominated governor on child protection issues and school policy;
- appoints a designated person to co-ordinate action within school and liaise with other agencies on suspected abuse cases;
- ensures the designated person receives appropriate training and support;

- ensures that all staff know and are alert to signs of possible abuse and know what to do if they have concerns or suspicions; makes parents aware of the school's child protection policy;
- works with local partners - local authority and social services to create a safe environment for children at the school.

2.3. Designated Governor

The governing body's responsibilities are undertaken on their behalf by the designated governor, with reports going to the full governing body. These are to:

- ensure a child protection policy and linked procedures are in place in accordance with local authority guidance and agreed inter-agency procedures, and that the policy is made available to parents on request;
- operate safe recruitment practices and make sure appropriate checks are carried out on new staff and volunteers who will work with children, including Disclosure and Barring Service checks;
- have procedures for dealing with allegations of abuse against staff and volunteers which comply with LA guidance and agreed inter-agency procedures;
- ensure a senior member of the school's leadership team takes lead responsibility for dealing with child protection issues;
- ensure the headteacher and all other staff working with children undertake appropriate training to equip them to carry out their child protection responsibilities effectively, and volunteers made aware of the school's arrangements for child protection;
- recognise the contribution the school should make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life.

3. Prevention

3.1. Developing Children's awareness and skills

Through our Personal Social and Health Education curriculum we will ensure that pupils understand ways in which they should keep themselves safe. We will ensure that children know that it is 'OK to tell' and to consider a range of people they might tell. Through our school ethos, organisation and the wider curriculum we will strive to develop pupil's self-esteem and self-confidence.

To interrupt the abuse cycle and support the child, we need to:

- deal with the whole child in context;
- teach children to share responsibility for decision making.

There are Key Concepts that can be used to help prevent child abuse and support a child:

- **Feelings and Emotions:** Children need the opportunity to explore, recognise, acknowledge, accept and express their own feelings and emotions.
- **Touch:** Children need to understand what touch is. They can be given opportunities to explore what they like to touch and what gives them 'YES' or 'NO' feelings. They will need to be very

clear about the situations in which others can touch parts of their bodies which are usually considered private to themselves.

- **Secrets:** Children need to distinguish between 'good' and 'bad' secrets and can be helped by adults to do so.
- **Trust:** The concept of trust is intrinsic to health, positive and mutually rewarding relationships. Children can be helped to explore how trust is built up, the range of people who can be trusted, which adults they feel safe with and who can be identified as trusted adults when help is required.
- **Self Esteem:** Self-esteem can be defined in relation to how people value themselves, their degree of self-regard or self-respect. Children with low self-esteem have a poor image of themselves. Children growing up with positive self-images and high self-esteem are less likely to become victims of abuse or to be bullied. Adults foster self-esteem in children by giving them positive feedback about things they do well and by offering love and encouragement even when mistakes are made.
- **Assertiveness:** Assertiveness is the ability to stand up for what one believes to be right. It includes being able to express opinions and communicate effectively without causing offence. Children who have been taught appropriate skills and strategies can then deal more effectively with situations.

3.2. Establishing a Safe Environment

We recognise that because of the day to day contact with children, school staff is 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 who they can approach if they are worried;
- include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

3.3. Safer Recruitment

In order to ensure that children are protected whilst at St Peter's we will ensure that staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in 'Safeguarding Children and Safer Recruitment in Education', in particular:

- before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicants suitability to work with vulnerable children;
- check that all adults with substantial access to children at this school have an enhanced Disclosure and Barring Service (DBS) check before starting work and prior to confirmation of appointment.

We will ensure that at least one member of the interviewing panel has completed certified National College for School Leadership (NCSL) Safer Recruitment Training.

In addition we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- identity checks to establish that applicants are who they claim to be (e.g birth certificate, driving licence, passport)
- academic qualifications., to ensure that qualifications are genuine
- professional and character references prior to offering employment
- satisfy conditions as to health and physical capacity
- previous employment history will be examined and any gaps accounted for.

3.4. Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access; for this reason any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one off basis, he/she will only work under the direct supervision of a member of staff and at no time have one to one contact with children alone. However, if a parent or other volunteer is to be in school regularly or over a longer period they will be checked to ensure their suitability to work with children.

3.5. Clubs and Outside School Opportunities

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. This will be made explicit in any contract or service level agreement.

3.6. Contracted Services

Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school. Such considerations will be made explicit in any contract or service level agreement with the provider.

3.7. Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation. You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows: "I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including social service departments, must always have regard to both common and statute law. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent is obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared. The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice will be sought if in doubt from the County Legal Services Department.

3.8. First Aid (See Management of Medical Needs Policy)

In St Peter's there are always trained members of staff who volunteer to oversee first aid. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- For all accidents parents are informed via an accident/injury report
- If there is any doubt at all a parent is contacted.

School policy is that members of staff will only give medicines when the parent has completed and signed the appropriate form requesting that staff administer medicine. The decision to meet the request is at the discretion of the Head Teacher. For the majority of medicines, however, a dose before and after school is perfectly adequate. Naturally the parents should consult doctors before giving any form of medication.

For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Deputy. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. In rare circumstances the school nurse will be contacted as a matter of utmost urgency before the parent. Where required, medical plans are shared with the appropriate staff and a list of individual children who require medication is kept in each classroom.

3.9. Photographing and Videoing (see Health and Safety Policy)

Include statement for current parent form

3.10. Site Security/Strangers on Site

St Peter's provides a secure site as far as it is possible to do so. The new school building has enabled us to have grounds with the highest level of security. The site however is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Side gate should be locked between 8.55 a.m. and 3.25 p.m.
- Visitors must only enter through the main entrance and after signing in at the office. They should be given a visitors badge on entry. Children are aware of the visitor's badge.

- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.
- Children keep to walking designated areas in the car park.
- Children are supervised during playtime and lunch time.
- Key Stage 1 children will only be allowed to leave with a designated adult.

Should a child leave the school premises without permission, parents will be contacted immediately. In exceptional circumstances the police will be informed.

4. Protection

4.1. Identifying and Supporting Children at Risk

St Peter's seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home. Children's worries and fears will be taken seriously if they seek help from a member of staff. Staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

We believe the importance of early identification of issues for children. We fully endorse the principles of multi-agency working and will engage in the Single Assessment For Early Help (SAF) process for any child for whom we and their parents feel this is appropriate.

St Peter's recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their life. Other children may be vulnerable because, for instance, they have a disability, are in care or are experiencing some form of neglect. We will seek to provide such children with the necessary support to build their self-esteem and confidence.

An abused child is a boy or girl under the age of 18 years who has suffered from, or is believed to be at significant risk of: neglect, physical injury, sexual abuse and emotional abuse.

Child abuse may be perpetrated by any adult who has a position of trust or authority with respect to a child. These adults may be the parents or carers of the child or any other person known to the child or family who may have contact with the child. A child may also be the victim of abuse where the abuser is another child.

Child abuse may be the result of direct acts towards the child by any of those mentioned above, or by the failure of those who have responsibility for the child to provide reasonable care, or both.

4.2. Categories of Child Abuse

These definitions of abuse are drawn from South Gloucestershire Local Safeguarding Board website. Further information is available from there.

Physical Injury

Physical abuse 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. Physical injury can also include self-harm and the same safeguarding procedures apply

Sexual Abuse

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. They may also include non-contact activities. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children'.

Emotional Abuse

Emotional abuse is 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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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.

Neglect

Neglect is 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)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

4.3 Prevent and Radicalisation

The objectives of Prevent are:

- To respond to the ideological challenge of terrorism and the threat we face from those who promote it;

- To prevent people from being drawn into terrorism and to ensure that they are given appropriate advice and support

All staff to have received appropriate Prevent training including the Channel Awareness training module so as to be aware of both the indicators of radicalisation and the procedures to adopt in response to any concerns raised

4.4 On – Line Safety (see E-Safety Policy)

4.5 Support for Staff:

4.5.1 Induction and Training

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structures as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive basic child protection information and access to a copy of this policy within a week of starting work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their child protection responsibilities effectively. The school will provide this training through the designated person.

Staff will attend refresher training every three years, and the designated person every two.

4.5.2 Protecting Yourself against Allegations of Abuse

At St Peter's staff are expected to follow the procedures set out in Appendix 3.

4.5.3 Whistle Blowing (see Whistleblowing Policy)

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly.

Reasons for whistleblowing:

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risk to others
- To prevent becoming implicated yourself

This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. If the concern is about your immediate manager or Headteacher, or if you feel you need to take it to someone outside the school, contact the school's Education Officer.

5. Support

5.1. Accessing Services

5.1.1. Procedures to follow for possible, Alleged or Suspected cases of child abuse

The South Gloucestershire Safeguarding Children's Board procedures are in school and maintained by the Designated Senior Person for Child Protection. These contain the inter agency processes, protocols and expectations for safeguarding children.

(<http://www.southglos.gov.uk/ChildrenYoungPeopleFamilies/ChildProtectionandSafeguarding>)

It is important that all parties act swiftly and avoid delay.

Any person may seek advice and guidance from the LA's Social Services, particularly if there are any doubts about how to proceed, Any adult, whatever their role, can take action in his/ her own right to ensure that an allegation or concern is investigated and can report to investigating agencies.

Written records, dated and attributed, must be made of what is alleged, noticed and recorded, and kept securely and confidentially.

In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child, This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support or service are required.

An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/ carer of a referral might put the child at risk, and in individual cases advice from Social Services will need to be taken.

Individual Staff/Volunteers/other adults – main procedural steps

- When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children or promise confidentiality. Children making disclosures should be reassured, and if possible at this stage should be informed what action will be taken next.
- As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done.
- Report to the Designated Senior Person for Child Protection in the school, even if the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child. Pass on a written record.
- If this has not already been done, inform the child (or the other party who has raised the concern) what action you have taken.

More detailed guidelines on talking and listening to children can be found in Appendix 2.

Designated Senior Person for Child Protection – main procedural steps

- Begin a case file which will hold a record of communications and actions in a coherent chronological order to be stored securely.
- Where initial enquiries do not meet the thresholds for a referral to investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from Social Services.
- Where the initial information reveals a cause for concern about a child in need (Sn17, Children Act 1989) and a decision has been made to refer the child/young person to Social services, the inter –agency referral proforma must be completed (ref. LA guidance). Alternatively, if the initial information reveals a cause for concern that meets the thresholds for child protection (Sn47, Children Act 1989), contact must be made immediately with social Services and then the Inter-agency proforma completed within 24 hours.
- Make the necessary communications with the Social Service Department
- If the concern is about children using sexually abusive behaviour refer to the separate LA guidance.
- If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- Exceptional circumstances: if it is feared that the child might be at immediate risk on leaving school, take advice from Social Services (for instance about difficulties that the school day has ended, or on whether to contact the police). Remain with the child until the social worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child. If there are clear signs of physical risk or threat, the Social Services Department should be updated and the Police should be contacted immediately.

5.2 Flow diagram to show process

CHILD PROTECTION PROCESS

If you have a concern about the wellbeing of a child (or unborn baby), follow the General Procedures described below

1. Discuss your concerns with Designated Child Protection Officer, Rhys Buckley, or in his absence **Darren Hunt**
2. Record your concerns on the school Child Protection (CP) form (copies in Staff Room).
3. Give CP form to Designated Child Protection Officer who will file it in the securely held Child Protection file.
4. Designated Officer will review previous records within the Child Protection file to decide next steps.
5. Following discussion with the Head, a decision will be made either to monitor or if further action is needed, to move to the next steps.

**** Any member of staff who is unhappy with the decision made by the Designated Child Protection Officer can contact the Safeguarding Team directly.**

NEXT STEPS

1. Designated Child Protection Officer will discuss concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation).
2. Designated Child Protection Officer seeks advice or makes a referral to Social Care through Access and Response – Tel: 01454 866000 / email firstpoint@southglos.gov.uk Out of Hours Emergency Duty Team – Tel: 01454 615165 or Public Protection Unit of the Police – Tel: 01179455969
3. Designated Child Protection Officer can discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate or a discussion will take place about whether there are alternative ways of addressing the concerns.
4. Basic information and details of concern are given to the Locality Duty Team. If a social worker is available you may be put through to them directly or the social worker may call back to discuss your concerns. A referral form must be completed detailing the concerns within 48 hours.
5. A social worker must make a written response to the referrer within one working day.
6. Records of all conversations must be recorded and filed immediately in the secure Child Protection folder.
7. Any actions must be followed up and comments recorded in the Child Protection folder.

5.3 PROCEDURE FOR ALLEGATIONS AGAINST STAFF (including the Headteacher) and volunteers.

Individual staff/Volunteers/Other adults:

- Write a dated and timed note of what has been disclosed or noticed, said or done
- Report immediately to the Designated Senior Person for Child Protection in the school
- Pass on the written record

If the allegation concerns the conduct of the Designated Senior Person for Child Protection:

- Report immediately to the Headteacher
- Or if the Designated Senior Person for Child Protection is the Headteacher, report to the Chair of Governors (If there is difficulty reporting to the Chair of Governors, contact the LA as soon as possible)
- Pass on the written record.

Designated person for Child Protection:

- If there is no written record, write a dated and timed note of what has been disclosed, said or done.
- Report immediately to the Headteacher. Pass on the written record
- If the allegation is about the Headteacher, report immediately to the Chair of Governors. Pass on the written record.
- If there is difficulty in reporting to the Chair of Governors, as above, contact the LA as soon as possible.

Headteacher (if the Headteacher is not the Designated Senior Person for Child Protection)

- If there is no written record, write a dated and timed note of what has been disclosed, said or done.
- Notify the Local Authority, ideally the same day but in any case within 1 working day.
- The Headteacher may be asked to clarify details of the circumstances of the allegation, but this must not amount to an investigation.
- Copies of the documents concerning the allegation must be sent to the Local Authority on the same day.
- Report to the Social Services Department in relevant cases, on Local Authority advice.
- Ongoing involvement in cases: liaise with the Local Authority and co-operate with the Police/Social Service Department enquiries as appropriate; consideration of employment issues and possible disciplinary action where the police take no further action.

Chair of Governors (only relevant in the case of an allegation against the Headteacher)

- If there is no written record, write a dated and timed note of what has been disclosed, said or done.
- Notify the Local Authority, ideally the same day but in any case within 1 working day.
- The Chair may be asked to clarify details of the circumstances of the allegation, but this must not amount to an investigation.

- Copies of the documents concerning the allegation must be sent to the Local Authority on the same day.
- Report to the Social Services Department in relevant cases, on Local Authority advice; in cases concerning the Headteacher, the report to social services is sometimes undertaken by the Local Authority on behalf of the Chair of Governors, following discussion.
- Ongoing involvement in cases: liaise with the Local Authority and co-operate with the Police/ Social Services Department enquiries as appropriate; consideration of employment issues and possible disciplinary action where the police take no further action.

Local Authority

- Identifies an officer to liaise further with the headteacher (or the Chair of Governors if the allegation concerns the Headteacher), in consultation with the relevant senior officer and provides advice on how to proceed
- Monitors cases through its casework monitoring group
- Keeps written records
- Liaises with Social Services and the Police in relevant cases.

5.4 Summary of allegations management procedures

Concern about a member of staff or volunteer working with children

If a Professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

- a. a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child; or
- b. possibly committed a criminal offence against or related to a child; or
- c. behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

then that professional should:

Report their concerns

Report the concern to the most senior person not implicated in the allegation.

Completion of written record

Complete a written record of the nature and circumstances surrounding the concern including any previous concerns held. Include where the concern came from and brief details only.

Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer for Allegations (LADO) for advice prior to investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a police or Social Care investigation.

Local Authority Designated Officer (LADO) – Joanne Taylor Tel: 01454 868924

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.

Allegations Management Process

If, after your Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi agency meeting will be convened and you will be invited. This might result in a criminal investigation, a Social Care investigation or and/or an investigation to inform whether disciplinary action is required.

If it is agreed that the allegation does not meet the criteria, the LADO will record the Initial Discussion and send it to you for your records. Any further action will be taken within your setting if necessary.

Further action

Further meetings might be required and these will be convened by the LADO with your input at all times. Further information on the Allegations Management process can be found at Appendix 5 of the Government Document Working Together to Safeguarding Children (2006).

<http://www.dfe.gov.uk/childmatters/resources-and-practice/IG00060/>

5.5 Records and Monitoring

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within our school. The Designated Senior Person for Child Protection is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records have markers to show there is sensitive material stored elsewhere. This is to prevent individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff (Designated Senior Person for Child Protection, Headteacher, SENCo)

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted on.

5.6 Transfer

When children transfer school their records are transferred

If there is child protection material, this is transferred separately and direct to the relevant member of staff in the receiving school, with the necessary discussion or explanation. A record is kept of the date of such transfer of sensitive files and the person to whom they are transferred.

6. Working with Parents and Carers

6.1. Information for Parents

St Peter's is committed to good systems for protecting children and safeguarding their welfare, throughout all the activities we undertake. This means that staff and volunteers must be alert to possible concerns about children and report these in a proper fashion. This safeguarding policy details the procedures.

It is important for parents to be aware that:

Staff and volunteers have a duty to report concerns about a child, whether this means the child may be in need of some extra support or whether a child may have been abused or at risk of abuse.

In some cases the school is obliged to refer children to social services. In the majority of cases there will already have been discussion between school staff and the parents of the child, and the situation and concerns will not be a surprise to parents. However, parents may not be told that their child has been referred to Social Services if it is thought that this might put the child at risk. If parents have serious concerns about their child, contact should be made directly with the Social Services department of the Local Authority. For any enquiries about issues that have arisen in school, contact the headteacher.

Linked Policies

Aspects of child protection are integrated with other policies, including:

Behaviour Management
 Anti-Bullying. Health and Safety Whistleblowing

Sex and Relationships

GLOSSARY

SAF	Single Assessment Framework	<p>The Single Assessment Framework early help is a process for practitioners to use to assist in the holistic identification of the needs of a child, young person and/or family, planning multi-agency interventions to meet them, and monitoring progress. It includes an assessment format and guidance for undertaking a full assessment of need, as well as an action plan and review format. It will look at three main areas;</p> <ul style="list-style-type: none"> ☐ What is working well? ☐ What are we worried about? ☐ What needs to happen? <p>It can help to identify causes of behaviour, to support referral to specialist services, and to ensure that support and actions are being used effectively to change these behaviours and their causes. It can explicitly identify where support and resources are working and can avoid inputting services that either are not wanted by families, or are not effective in achieving change.</p>
LA	Local Authority	<p>The Local Authority is South Gloucestershire Council, which is responsible for providing a wide range of services to its residents which impact on the quality of their lives. Part of the responsibility relates to children and young people and working, with partners, to keep them safe.</p>
LSCB	Local Safeguarding Children Board	<p>The local safeguarding children board replaced the area child protection committee. This statutory board is multi-agency and has a remit which covers the protection of children and young people against abuse and neglect; the national target of safeguarding from preventable injury; the analysis of child deaths or serious injuries from any cause and monitoring, creating and maintaining safe environments for all of our children and young people.</p>
NCSL	National College for School Leadership	<p>The National College for School Leadership works to develop great leaders of schools, early years settings and children's services so that they can make a positive difference to children's lives.</p>
SENCo	Special Educational Needs Co-ordinator	<p>The SENCo takes responsibility for the day-to-day operation of provision for pupils with Special Educational Needs and provides professional guidance about provision across the school, linking with class and subject teachers to improve the quality of learning. In some schools the SENCo also undertakes a role in supporting children on pastoral matters and has undertaken child protection training.</p>

7. Reason for Re-Issue

This policy will be reviewed by the Full Governing Body in line with the overall policy timetable which is annually.

Date	Reason re-issued	
March 2014	Update the policy into new School format	
March 2017	Review/update personnel – no other changes	04_2017
Nov 2018	Review/update personnel – no other changes	

8. Policy Agreed:

CP Governor Date 12th July 2017

Chair of Governors Date 12th July 2017

Head Teacher..... Date 12th July 2017

Version 03/2014	Date
Taken to FGB	12.07.2017
Adopted by Governing body	12.07.2017
Next Review Date	July 2018

Appendix 1 - Signs and indicators

Possible Signs of Neglect

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or non-attendance at school
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour
- no social relationships
- chronic running away
- compulsive stealing
- scavenging for food or clothes

Possible Signs of Physical Abuse

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which seems excessive
- fear of parents being contacted
- withdrawal from physical contact
- flinching from sudden movements
- arms and legs kept covered in warm weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- chronic running away

Possible Signs of Emotional Abuse

- physical, mental and emotional developmental delay or disturbance
- admission of punishment which appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to stressful situations
- neurotic behaviour (eg, rocking, hair twisting, etc)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- chronic running away
- compulsive stealing
- scavenging for food or clothes
- enuresis/encopresis

Index of Suspicion of Sexual Abuse

	Under 5	5 - 12 Years	12 - 16 Years
<p>Red</p> <p>High probability</p>	<ul style="list-style-type: none"> • disclosure, • genital injuries, • VD, • vivid details of sexual activity, • compulsive masturbation (contextually abnormal), • sexual drawings, • sexualized play, with explicit acts. 	<ul style="list-style-type: none"> • Pregnancy/abortion, disclosure, • genital injuries, • VD, • explicit sexual stories/poems, • exposing themselves, • masturbation in contextually inappropriate fashion, • "promiscuity", • suicide attempts, • running away, • alcohol and drug abuse, • offending/abusing, • gender identity difficulties. 	<ul style="list-style-type: none"> • disclosures, • genital injuries, • self mutilation of breasts/genitals, • pregnancy (under 14), • VD (under 14), • prostitution, • sexual offending, • gender identity difficulties.
<p>Green</p> <p>Sexual abuse possibly occurring</p>	<ul style="list-style-type: none"> • person specific fear, • nightmares, • chronic genito-urinary soreness, • fear of specific situations: <ul style="list-style-type: none"> being bathed being changed being put to bed 	<ul style="list-style-type: none"> • arson, • soreness of genitals/bottom, • chronic genito-urinary infections, • obsessive washing, • depression, • bedwetting/enuresis, • anal incontinence/encopresis, • anorexia, • glue sniffing, • nightmares, • truanting, • unexplained large sums of money/gifts. 	<ul style="list-style-type: none"> • Sexual boasting/jokes, • VD (over 14), • pregnancy (over 14), • rebellious against specific gender, • drug and alcohol abuse, • suicide attempt, • self mutilation, • truanting, • running away, • hysterical symptoms, • obsessional washing, • psychotic episodes, • HIV (though not necessarily a sexually transmitted virus).
<p>Blue</p> <p>One possibility</p>	<ul style="list-style-type: none"> • developmental regression, • hostile/aggressive behaviour, • psychosomatic condition, • HIV. 	<ul style="list-style-type: none"> • abdominal pains, • developmental regression, • peer problems, • HIV, • school problems, • psychosomatic conditions. 	<ul style="list-style-type: none"> • depression, • anorexia, • refusing to attend school, • peer problems, • authority problems, • delinquency, • psychosomatic conditions

Appendix 2 – Talking and Listening to Children

If a child chooses to disclose, you SHOULD:

- Be accessible and receptive;
- Listen carefully and uncritically at the child's pace;
- Take what is said seriously;
- Reassure the child that they are right to tell;
- Tell the child that you must pass this information on;
- Make a careful record of what was said;
- Use the TED method if necessary: Tell me... Explain to me... Describe to me...

You should **NEVER**:

- Take photographs or examine an injury;
- Investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions; Use the TED method;
- Make promises to children about confidentiality or keeping 'secrets';
- Assume that someone else will take the necessary action;
- Jump to conclusions or react with shock, anger or horror;
- Speculate or accuse anybody;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or about the persons allegedly involved;
- Fail to record what you have been told;
- Fail to pass the information on to the correct person;
- Ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. Records should:

- State who was present, time, date and place;
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- Be written in ink and signed by the recorder;
- If staff type up the record, they must print it but save no copy.

Appendix 3 – Protecting Yourself against Allegations of Abuse

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally.
- avoid working in isolation with children unless thought has been given to safeguards.
- must not give out personal mobile phone numbers or private e-mail addresses
- must not give pupils lifts home in your cars
- must not arrange to meet them outside of school hours
- must not chat to pupils on the social websites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.