

September 2018 - Policy 7

**SAFEGUARDING and CHILD PROTECTION
PROCEDURES**
- Ratified 20.9.18



Caddington
VILLAGE SCHOOL
A school at the heart of the community



Slip End
VILLAGE SCHOOL
Learning and growing together

1. INTRODUCTION

1.1 This procedure has been developed to ensure that all adults in Caddington and Slip End Village Schools are working together to safeguard and promote the welfare of children and young people.

1.2 This procedure describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children and staff. It identifies actions that should be taken to address any concerns about child safety and welfare including protecting pupils and staff from radicalisation, Female Genital Mutilation, Child Sexual Exploitation and peer-on-peer abuse.

1.3 The Headteacher is responsible for safeguarding and promoting the welfare of children and young people.

1.4 Safeguarding and promoting the welfare of children is an integral part of all activities, functions, culture and ethos of Caddington and Slip End Village Schools.

1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education 2018', both schools will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

2.1 Caddington and Slip End Village Schools aim to create and maintain a learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our schools are committed to the principles outlined in 'Working Together to Safeguard Children 2018' and implements policies, practices and procedures that promote safeguarding and the emotional and physical well-being of children and staff.

2.2 The schools are committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of the Early Help Assessment (EHA) is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative and supportive services. The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

3. THE CURRICULUM

3.1 All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, understand what to do if they feel uncomfortable or unhappy about a situation or event, question and challenge and to make informed choices in later life.

3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from diverse sources which not only promote these values but support the social, spiritual, moral well-being and physical and mental health of the pupils.

3.3 Personal Social Health and Citizenship Education and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, marriage, family patterns, religious beliefs and practices and human rights issues.

3.4 Caddington and Slip End Village Schools will take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation.

3.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. ATTENDANCE & EXCLUSIONS

4.1 Caddington and Slip End Village Schools views attendance as a safeguarding issue and in accordance with the school's Attendance Procedures, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in their care.

4.2 The Attendance procedures identify how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA).

4.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

4.4 In the event of an exclusion leading to off-site education, we will only place children in another local school or referral unit which is a registered provider and has been quality assured. Children who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by Caddington and Slip End Village Schools in accordance with the School Register Regulations.

5. KEEPING RECORDS

5.1 Caddington and Slip End Village Schools will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.

5.2 Information about pupils will be stored and shared in accordance with GDPR legislation.

6 ROLES AND RESPONSIBILITIES

6.1 The Executive Headteacher and Heads of School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safer recruitment and selection of staff and volunteers is practised.
- Designated Senior Members of staff for child protection are identified and receive appropriate on-going training. This responsibility is shared amongst the SLT to create opportunities for support as required.
- Sufficient time and resources are made available to enable the Designated Safeguarding Leads to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated. All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the schools' responsibilities to promote the safety and welfare of their pupils by making their obligations clear in the schools'/setting prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the schools' websites.
- Ensure that the schools are pro-active and co-operate with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities.
- Ensure that any referrals are actively followed up; and that the procedures for escalating a concern are followed if and where the Designated Safeguarding Leads feel it necessary, in consultation with each other.

6.2 The Governing Body of the schools will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Leads. The identified governor will establish the level of understanding of safeguarding duties for Governors and the Headteacher to inform future necessary actions.
- Senior members of the schools' leadership team are designated to take lead responsibility for safeguarding within the school.
- The schools' safeguarding policy is regularly reviewed and updated and the schools' comply with local safeguarding procedures.
- The schools' operate safer recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- In response to legislation on Disqualification by Association, all staff complete self-declaration forms and that correct procedures are followed.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education 2016' and Local Authority procedures.
- All staff, including temporary staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that the schools' co-operate with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

6.3 The Designated Safeguarding Leads have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school.

The Designated Leads will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated relevant training at least every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers.
- Ensure that the schools actions are in line with the Central Bedfordshire LSCB Inter-Agency Procedures. (Guidance on these procedures may be found on the Central Bedfordshire LSCB website)
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Manage and keep secure the schools' safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the schools' reporting and recording procedures and are clear about what to do if they have a concern about a child or an adult; including that they pass all concerns on to the appropriate Designated Lead's central record, for consideration of patterns and themes.
- Liaise with the Headteacher about any safeguarding issues.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file archived.

7. SAFER RECRUITMENT AND SELECTION OF STAFF

7.1 The schools' recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2016.

8. WORKING WITH OTHER AGENCIES

8.1 Caddington and Slip End Village Schools have developed effective links with other relevant agencies, for example, the Local Authority, Children's Social Care, NHS and the Central Bedfordshire LSCB and co-operates as required with any enquiries regarding child protection issues. The school will notify the relevant outside agencies if:

- A child subject to a child protection plan is about to be permanently excluded.
- It has been agreed as part of any child protection plan or core group plan.

9. CONFIDENTIALITY AND INFORMATION SHARING

9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately and in a timely fashion. The Headteacher or Designated Safeguarding Leads disclose any information about a pupil to other members of staff on a need to know basis only.

9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

9.3 Information shared will be accurate, up-to-date and will clearly distinguish between fact and opinion. Any historic information that needs to be shared will be explained.

10 TRAINING FOR STAFF AND VOLUNTEERS

10.1 All staff should be made aware of the school's safeguarding systems as part of their induction.

10.2 All staff should receive appropriate child protection training which includes the following:

- basic safeguarding information about the school's policies and procedures
- signs and symptoms of abuse (neglect, emotional, physical and sexual) including peer-on-peer abuse
- indicators of vulnerability to radicalisation, child sexual exploitation, female genital mutilation and peer-on-peer abuse
- how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child (see One Page Summary - Safeguarding Procedures Child Protection, attached)

10.3 In accordance with "Keeping Children Safe in Education – updated September 2018" all staff will receive training as part of their induction.

10.4 All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example Forced Marriage, Female Genital Mutilation, Domestic Abuse, Peer-on-Peer abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism.

10.5 All staff must sign to confirm that they have read and understood the statutory documents 'Working Together to Safeguard Children' July 2018 and 'Keeping Children Safe in Education Part 1 and Annex A' September 2018.

11 RECORDING AND REPORTING CONCERNS

11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead (DSL) or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system and give it, in person, to the Designated Safeguarding Lead or Deputy Safeguarding Lead

12 INFORMING PARENTS/CARERS

12.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

12.2 Parents and carers will usually be informed if a referral is to be made to the Children's Social Care Service or any other agency (with the exception of Channel Panel referrals through the EHA).

12.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the DSL or Headteacher will seek advice from Children's Social Care.

13. DOMESTIC ABUSE

13.1 The schools are aware that children's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

13.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

13.3 Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

13.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the local Children's Service contact Centre will be contacted as soon as possible.

14. FORCED MARRIAGE

14.1 Forced Marriage is a criminal offence and a form of child, adult and domestic abuse. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

14.2 Information about Forced Marriage is incorporated into staff Safeguarding and Child Protection training.

14.3 If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

15. FEMALE GENITAL MUTILATION

15.1 Female Genital Mutilation (FGM) is illegal in the United Kingdom. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

15.2 Any concerns that a young person may be at risk of FGM (or has been mutilated) will be referred to the appropriate safeguarding agencies, following local procedures and under recent legislation.

16. PREVENTING RADICALISATION and VIOLENT EXTREMISM

16.1 Caddington and Slip End Village Schools value the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Our schools seek to protect their students and staff from all messages and forms of violent extremism and ideologies.

16.2 Our schools' are clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

16.3 All staff complete training on the Prevent Duty annually.

17. PEER-ON-PEER ABUSE

17.1 Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms inclusive of but not limited to bullying (including cyber bullying), sexual violence and harassment, physical abuse and sexting.

17.2 At Caddington and Slip End Village Schools we are continuously revising our PSHE curriculum content (known as SELF) in order to ensure that we are providing our pupils with relevant and appropriate knowledge about keeping themselves and others safe. Information on peer-on-peer abuse is incorporated into Safeguarding and Child Protection training and briefings.

17.3 Reported incidents of peer-on-peer abuse will be taken very seriously and managed with care and consideration for the pupil's age and understanding. Parents will be informed the same day that an

alleged incident is reported.

17.4 We will take immediate guidance from the Local Authority Safeguarding hub in order to investigate, manage and evaluate any incidents.

17.5 We will ensure that victims and perpetrators of peer-on-peer abuse will receive support, this may be through an EHA.

18. E-SAFETY

18.1 Our schools have an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue and includes safety at home as well as in school. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

18.2 Our schools will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials.

19. USE OF RESTRAINT

19.1 At Caddington and Slip End Village Schools we have clear procedures in place for pupils who may display challenging behaviour. These procedures are detailed in our Behavioural Management procedural document.

20. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

20.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. The Designated Safeguarding Lead will attend Child protection conferences held for a child/children who are suffering or at risk of significant harm.

20.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.

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19 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

19.1 The school follows the government guidance 'Keeping children safe in education – September 2016' when dealing with allegations made against staff and volunteers.

19.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

19.3 The Allegations Manager in Central Bedfordshire (LADO) oversees investigations into allegations and concerns against adults who work with children and young people in both a paid and voluntary capacity. The criteria for intervention of the Allegations Manager is where the behaviour of an adult has resulted in a child being harmed or at risk of harm; a criminal offence may have been committed or the behaviour of the adult may indicate unsuitability to work with children.

19.4 If the Designated Safeguarding Lead or Headteacher have concerns about the conduct and behaviour of someone working with children and young people Central Bedfordshire's Allegations Manager should be contacted as follows:

Allegations Manager/LADO - tel no 0300 300 8142 or 0300 300 4833

Allegations Administrator – tel no 0300 300 4832 or by contacting the Conference and Review Service on 0300 300 8142

20 COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

20.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

20.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

Designated Safeguarding Lead: Steph Meager (CVS) Emma Peppiatt (SEVS)

Deputy Designated Safeguarding Lead: Laura Jackson (CVS) Helen Brind (SEVS)

Safeguarding Governor: Nita Devshi

Safeguarding Procedures

Child Protection

Abuse (which may be physical, emotional or sexual) and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. If you have any reason to suspect that a child has suffered such harm (from an adult or peer), is in danger of suffering such harm, or if a child makes a disclosure, please observe the following procedures:

- Listen to the child and be supportive, but do not directly question them.
- Do not promise a child confidentiality – explain that you may need to pass information onto other professionals to help keep them or other children safe.
- Do not jump to conclusions, ask leading questions or influence a child's words.
- Use the T.E.D. principle (Tell me...Explain...Describe...)
- Write an account of the conversation immediately afterwards, as close to verbatim as possible, on a form available on the S-Drive. Only use words the child themselves used, not your interpretation. Sign and date your transcript and hand to the DSP Designated Leads – Steph Meager or Laura Jackson – Head of School (Caddington) Emma Peppiatt or Helen Brind – Head of School (Slip End) immediately or as soon as possible.
- Do not discuss the incident with others – information should only be passed on when necessary and we will advise you as to whether this is appropriate.

It is not our responsibility to investigate suspected cases of abuse, but it is our responsibility to follow safeguarding procedures.

Designated Leads are also always available if you have concerns about a child or what to do.