

Hatherley Infant School and Nursery



Safeguarding and Child Protection Policy

‘Learn and Grow Together’

Agreed: September 2018

Review: September 2019

Designated Safeguarding Lead: Kali Rama

Deputy Designated Safeguarding Leads: Julie Gardener, Freya Briggs, Paula Randall and Sam Buckley

Nominated Governor: Susanne Lewis

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

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Statement of intent

At Hatherley Infant School and Nursery, we are committed to safeguarding and promoting the welfare of all children. Safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.

Introduction

This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004; Section 175 of the Education Act 2002; and in line with Government publications: 'Working Together to Safeguard Children' 2018, 'What to do if you are worried a child is being abused' 2015. This policy reflects Revised Safeguarding Statutory Guidance 'Keeping Children Safe in Education' 2018.

Safeguarding and promoting the welfare of children is best defined as:

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018))

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times.

We are particularly alert to the potential need for **early help** for a child who:

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

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018))

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

The Gloucestershire Safeguarding Children's Board (gscb) details the legislative framework required of all educational settings. Link: [gscb.org.uk/handbook](https://www.gscb.org.uk/handbook).

AIMS

At Hatherley Infant School and Nursery we aim:

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all staff are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to staff about any concerns or fears they may have knowing that they will be taken seriously.
- To ensure school and nursery staff have the skills, knowledge and understanding to keep looked after children safe.
- To be alert to the additional safeguarding challenges to children with special educational needs and disabilities.
- To protect children from the risk of radicalisation and extremism.
- To build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.
- To ensure all concerns about FGM are reported.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Context

Our policy applies **to all staff, Governors and volunteers** working with and connected to the school.

At Hatherley we will:

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

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all staff and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain

activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We are committed in establishing and maintaining an **ethos** where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

At Hatherley we will ensure that:

- We fulfil our duty to create and maintain a culture of safe recruitment and to establish and maintain correct procedures that will 'help deter, reject or identify people who might abuse children.' Procedures such as criminal record checks (**DBS checks**), barred list checks and prohibition checks, together with references and interview information, to be used in order to determine the suitability of a prospective employee.
- We are committed in establishing and maintaining correct procedures and checks for **safer recruitment** for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.
- A Single Central Record (SCR) is held for all staff which includes identity, qualification and health checks, prohibition checks, barred list check and disqualification by association check, right to work and reference checks. The SCR is reviewed regularly and reported to the Governing Body. All staff are checked for their suitability to work with children through the Disclosure and Barring Service, at enhanced level. The SCR is administered and checked by **Angela Nicholson**, and further checked by **Julie Gardener** and GSCB SCR drop in clinic.
- All staff are kept up to date with Child Protection issues and receive training updates at the start of every academic year and formal external training every three years. We will ensure that all adults in the school community attend regular **awareness training** on a wide range of safeguarding topics and that all Designated and Deputy Designated Safeguarding Leads undertake two-yearly training in their role.
- All new members of staff (including those who regularly have contact with children) will be subject to an induction programme that includes meetings/training with the Headteacher/DSL in all aspects covered within this policy. All new members of staff will participate in external Child Protection Training as part of their CPD.
- All staff, Governors and Volunteers recognise that safeguarding / child protection incidents can happen anywhere.
- The **curriculum** deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse. (PinK Safeguarding curriculum). We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.
- Governors are kept informed about procedures through committee/FGB meetings (HT report/DSL report) and external training.
- We implement procedures for identifying and reporting cases, or suspected cases of abuse by logging all welfare concerns and referring to the Children's Helpdesk.
- We support children who have been abused in accordance with his/her agreed Child Protection Plan or Child in Need Plan.
- All staff, Governors and volunteers who regularly work in school will be subject to an enhanced DBS check.
- Hatherley is a safe environment in which children can 'Learn and Grow Together'.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the DfE to:

- Ensure we have a designated senior person for Safeguarding (Child Protection) - Designated Safeguarding lead, who has received appropriate training and support for this role.
- Ensure we have a nominated Governor responsible for child protection who has received appropriate training.

- Ensure every member of staff (including temporary and supply staff and volunteers) and Governing Body knows the name of the Designated Safeguarding Lead responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep confidential written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in an agreed secure location.
- Ensure all new incidents and updates are recorded on Child Protection Online Management System (CPOMS)
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or Governors.
- Ensure safe recruitment practices are always followed in line with 'Keeping Children Safe in Education statutory guidance.

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

The school will endeavour to support the pupil through:

- The curriculum, including regular consultation through safety questionnaires/ individual conferencing and asking children to report about whether they have had a happy/sad lunchtimes/playtimes.
- Promoting awareness of Road safety, e-Safety and stranger danger (PINK PSHE curriculum).
- An ethos which promotes a positive, supportive and secure environment where all pupils have a sense of being valued.
- A Behaviour Policy which is aimed at supporting vulnerable pupils in the school.
- The school striving to ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Care, the Child and Adult Mental Health Service (CYPS), Education Performance and Improvement and Educational Psychology Service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Working closely with Junior schools to prepare for transition.

Categories of Concern

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

The following are types of abuse and neglect:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional 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 by another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018))

Recognition of possible abuse

Whilst recognising it is difficult to determine if abuse has occurred, school and nursery staff should look carefully at the behaviour of their children and be alert for significant changes. Staff should be aware that children may exhibit any of the following without abuse having occurred:

- Disclosure
- Non accidental injury, bruising or marks
- Explanation inconsistent with injury
- Several different explanations for an injury
- Reluctance to give information about an injury
- A sudden change in behaviour - aggression, extroversion, depression, withdrawn
- Attention seeking
- Hyperactivity
- Poor attention
- Appear frightened of parents or family members
- Abnormal attachment between parent and child
- Indiscriminate attachment
- Hyper alertness
- Reduced response

- Frozen watchfulness
- Nightmares
- Anxiety/irritability
- Abdominal pain/headaches
- Poor self-esteem
- Poor peer relationships
- Act in an inappropriate way for age
- Over sexualised play/talk or drawings
- Excessive or inappropriate masturbation
- Self-harm/eating disorder
- Frequent visits to the toilet (urinary infection)
- Reluctance to change for P.E
- Failure to thrive
- Poor hygiene
- Recurrent/untreated infections of skin or head lice
- Untreated health/dental issues
- Frequent absence from school or repeated lateness
- Delay in meeting normal developmental milestones

Specific Safeguarding Issues

We have a duty to ensure school and nursery staff have the **skills, knowledge and understanding** to keep **looked after children** safe and to be alert to the additional safeguarding challenges to children with special educational needs and disabilities.

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. We must consider, at all times, the context within which such incidents and/or behaviours occur. This is known as '**contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.'

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Child Sexual Exploitation

We are aware that 'Child **sexual exploitation** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

(Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE February 2017))

For more information see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Female Genital Mutilation (FGM)

We are aware that **female genital mutilation (FGM)** is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. The signs to look out for are:

- Difficulty walking, standing or sitting.
- Spending longer in the bathroom or toilet.
- Appearing withdrawn, anxious or depressed.
- Displaying unusual behaviour after an absence from school or college.
- Being particularly reluctant to undergo normal medical examinations.
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instance we are expected to follow local safeguarding procedures. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

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

Honour Based Violence (HBV)

We are aware that 'so-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing'.

School personnel who have a concern regarding a child that might be at risk of HBV or who has suffered from HBV will report their concern to the DSL or deputy DSL.

Preventing Radicalisation

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental **British values** and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

At Hatherley Infant School we prepare the children for the opportunities, responsibilities and experiences of life, including preparing pupils for life in modern democratic Britain, which include the following values:

- Democracy
- The rule of law, distinguishing between right and wrong
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

The Prevent Strategy also adds the following:

- Equality of opportunity
- Freedom of speech
- The right of everyone to live free from persecution of any kind

Schools are expected not only to teach these values, but also to challenge opinions or behaviours that are contrary to them.

We have a duty to safeguard children, young people and families from **violent extremism**. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the '**Counter-Terrorism and Security Act 2015**' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the **Designated Safeguarding Lead** who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent). Online general awareness training will also be provided by the Channel programme for all school personnel who provide support to those who have been identified as being vulnerable to being drawn into terrorism.

Within the school and Nursery, if anyone has any concerns about a person or group these should be raised with the Designated Safeguarding Lead (DSL) – Kali Rama or Deputy Designated Safeguarding Leads – Julie Gardener, Freya Briggs, Paula Randall and Sam Buckley (DDSL). These concerns should then be reported (see below) and a referral to the Channel programme may be made:

**PC Adam Large -Local Police Prevent Team using
101or Anti-terrorist Hotline
(0800 789 321)**

Private Fostering

We are aware that **privately fostered** children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. On admission to the school we will ensure that the parental responsibility of a child is established.

Online Safety

We have a duty to ensure the **online safety** of all pupils and staff. We also have a duty to provide pupils with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

We believe that used correctly Internet access will not only raise standards, but it will support teacher's professional work and it will enhance the school's management information and business administration systems.

We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate Internet information and to take care of their own safety and security.

E-Safety, which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

We will deal with all incidents of **sexting** that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

Peer on Peer Abuse

We are aware that safeguarding issues can manifest themselves via **peer on peer abuse** in the form of bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. (See Policy for Peer on Peer Abuse)

Children Missing Education

We are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Allegations Against Staff

We will inform the **Local Authority Designated Officer** of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

The Headteacher, or Chair of Governors in a case where the Headteacher is accused, should consider carefully whether the suspension of the person concerned is appropriate. Suspension should not be automatic. Further guidance on procedures when a Headteacher is accused of abuse is contained within the Child Protection Procedure Handbook. Advice should be sought from GSCB Local Authority Designated Officer (LADO) **Nigel Hatten** and can be contacted on 01452 426994.

Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils. Physical contact is a particular issue where thought is required. With younger children touching is inevitable and provides reassurance. With older children, perfectly innocent actions can be misconstrued. In emergencies, physical restraint to prevent harm to the pupil or to others can be required. (see policy on Physical contact and Physical intervention).

We will also inform Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

Procedures and responsibilities – All staff

All staff should be aware of procedures to be followed when abuse is suspected, including those in cases where an accusation is made against a member of staff.

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure.

Any member of staff with an issue or concern relating to child protection should discuss it with the DSL as soon as possible. It should be made clear to the child that confidentiality cannot be guaranteed in respect of child protection issues. Allegations of child abuse must always be given the highest priority and referred immediately to the **Designated Safeguarding Lead in school, Kali Rama** or in her absence the Deputy Designated Safeguarding Leads, **Julie Gardener, Freya Briggs, Paula Randall and Sam Buckley**.

We have a duty to ensure that under no circumstances will we **disclose** to a parent any information held on a child if this would put the child at risk of significant harm.

Actions in the event of a concern or disclosure

Suspicion of Abuse (if abuse is suspected but there has been no disclosure).

- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. “Can you tell me about...” Believe the child and reassure them that they were right to talk to you.
- Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence).
- Report the suspicion to the Designated Safety Lead.

Disclosure

1. Allow the child to talk - ask only open questions e.g. ‘Can you tell me more about.’
Do not press for detail, put forward your own ideas or use words that the child has not used themselves as this could lead to complications further down the line.
2. Stay calm and reassuring.
3. Do not make promises that cannot be kept e.g. confidentiality - tell the child that you will have to tell someone else who will be able to help.
4. Believe the child but do not apportion any blame to the perpetrator. (it may be someone they love).
5. Reassure the child that they were not to blame and they were right to talk to you, whilst information may need to be passed on, it will only be done to support and keep from harm the individual concerned.
6. Ask the child if they have told anyone else.
7. Keep an open mind.
8. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (The note should record the time, date, place and people who were present as well as what was said. This note may well be used in any subsequent court proceeding and may be required as evidence).
9. Establish details of full name, D.O.B. address and names of parents/guardians.
10. Report to the Designated Safeguarding Leads who will contact the Social Services Department as necessary.

Please see step by step actions – ‘Flow Chart for Response’

FLOW CHART FOR RESPONSE

Member of staff has concerns

If a member of staff has a concern about the well-being of a child, then he/she should:-



Completion of written record

Complete a written record of the nature and circumstances surrounding the concern including any previous concerns held (referral forms in Safeguarding file or on CPOMS)



Consultation with Designated Safeguarding Lead

Share concerns with Kali Rama or Julie Gardener, Freya Briggs, Paula Randall, Sam Buckley to help clarify the nature of concerns



Contact social workers for advice if required

If the DSL is unsure about how to proceed, contact the Children's Help Desk Tel: 01452 426 565 (option 3) and ask to speak to a social worker practitioner (ENSURE IMMEDIATE DETAILS ARE AT HAND)



Discussion with parents

The DSL discusses 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)



THE FRONT DOOR

DSL contacts The Front Door on: 01452 426565 (option 1) with any urgent concerns



Making a Request for Service to Children's Social Care

Unless there are urgent concerns, DSL or DDSL completes a Multi Agency Service Request Form (MARF) on Gloucestershire Children's Services Portal (Liquid Logic). This is passed on to a social work team and the referrer will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.



Resolving professional Difference (escalation policy)

Remember to use the 'Resolution of professional differences' (escalation) procedures if you are left feeling that the response from social care has not addressed your concerns for a child. Contact the Safeguarding Children Service for advice on 01452 583629.

REMEMBER - ALL STAFF MAY RAISE CONCERNS DIRECTLY WITH CHILDREN'S SOCIAL CARE SERVICES

EMERGENCY PROCEDURES

If the Designated Safeguarding Leads are not available, establish the facts and details as above and contact the Children and Families Help Desk.

Phone Gloucester Children and Families Help Desk (Glos. 01452 426565) Ask for;

Social Services - Children and Families

Ask for the Duty Social Worker

Check to see if the family are already known to Social Services

Discuss the situation and ask for advice

A social worker may come to school to talk to the child.

Establish who will be responsible for informing the parents.

Social services will contact the police (G.S.C.B- Gloucester Safeguarding Children Board) as necessary. If action is taken, follow up the phone call with a referral form (see Appendix 1.)

If you believe a child to be at immediate risk of harm then please contact the police on 999.

There will always be a DSL or Deputy DSL available between 8.30 am and 6pm Monday to Friday during term time.

Additional Guidance / Information

- If a child confides in a member of staff and requests confidentiality it is important that the child is told sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context the child should however, be assured that the matter will be disclosed only to people who need to know.
- The procedures are laid down in the Safeguarding Children's Handbook (Child Protection Procedures - refer to GSCB website for the live version of the handbook).
- Where abuse is suspected or a sustainable allegation made, teachers and other members of staff should report the information to the school's Designated Safeguarding Lead Kali Rama or Deputy Designated Safeguarding Leads Julie Gardener, Freya Briggs, Payla Randall and Sam Buckley. All of whom have received multi-agency training (every 2 years).
- All staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. A member of staff who knows the child best should be prepared to contribute the school's knowledge of the child to a joint agency discussion.
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. This also applies to all adults in the school should there be concerns. These should be reported to the DSL.
- Children identified on Child Protection Plans will be monitored in line with agreed Child Protection Plan i.e. appropriate personnel who are in direct contact with the child to be informed and notify the Headteacher as part of monitoring process.
- Reports prepared for such discussions should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate the child's appearance. If relevant reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion
- All staff recognise the additional vulnerabilities for Looked After Children, known locally as Children in Care (CIC), who may be placed at an increased risk due to their individual circumstances. Any safeguarding concerns should be reported to the DSL in line with statutory guidance. Staff should be aware of CIC pupils in order to meet their needs as part of their overall development and safety

- All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. Separate policies for SEND and Anti Bullying provide further detail. The school maintains a record of bullying/racist incidents
- All staff understand procedures for 'Children Missing from Education'. If a child has been absent (missing from education) without permission for 10 days or more, school will refer the child to the Local Authority.
- All staff recognise the importance of e-safety and are aware that the internet can pose significant risks to children. The school e-safety policy and PINK safeguarding curriculum support the mitigation of these risks.

Listening to and talking to Children – staff guidance

- ✓ Take what the child says seriously
- ✓ React calmly because over reacting can frighten the child and compound feelings of guilt.
- ✓ Tell the child they are not to blame. Children often feel guilty.
- ✓ Explain to the child what will happen next.
- ✓ Check out your understanding with the child of what has happened if you are not clear what the child is telling you.
- ✓ Keep questions to a minimum and never lead the child, as leading questions may invalidate the child's testimony in court.
- ✓ Use the words the child uses (e.g. for different parts of the body). If the child is aware that you are reluctant to use particular words, they may feel reluctant to use the words themselves or may not speak at all.

When talking to children who may have been abused, you need to strike a balance between gathering enough information to establish whether or not there is cause for concern and undertaking an investigation interview which is the responsibility of the investigating agency. Having established that there is cause for concern, it should be possible to postpone a fuller interview until the social worker arrives.

Reporting concerns to Parents

As a general principle, it is important to be open and honest when dealing with parents. Parents have primary responsibility for the care of their children and in most circumstances parents should be informed as soon as possible about concerns regarding their children. However, in some cases of alleged or suspected child abuse it may not be appropriate for parents to be informed immediately, because it may prejudice the investigation. In such cases concerns should be reported to the Headteacher who will in turn contact the local Social Services Department.

Guidance when listening and talking to parents

Parents react in many different ways when they hear their child is suspected of being abused. They can feel angry, threatened, indignant, depressed, ashamed or guilty, and it is understandable that people have strong feelings in such circumstances.

When talking to parents who may be highly emotional, it is helpful to:

- Meet parents with the Headteacher or another staff member
- Be open and honest with parents and tell them the reasons for your concern
- Be very specific regarding the information you may wish to share
- Explain to parents that it is your duty as a teacher to report cases of suspected abuse. It may be helpful to outline to them the procedures, so professional guidelines are adhered to at all times.
- Make a written record of the meeting, what was said and who was present (date/time etc.) We have Parents comments and concerns sheets available for this purpose.



Staff agreed Code of Conduct

- **Gifts received**

In the context of promoting the relationship between adults and children certain gifts are deemed acceptable (e.g. Christmas cards etc.). Any concerns/issues as to the appropriateness of receiving/offering a token should be addressed to the Headteacher for guidance.

- **Arrangements for PE changing - boys/girls.**

The staff need to be sensitive to the requirements of all the children when changing for PE. In certain cases alternative arrangements should be sought.

- **Access to toilet facilities**

In the event of an emergency it may be necessary for access to be gained by an adult without prior notice. Routine supervision will involve notifying the occupants of access.

- **E-Safety**

All staff are aware of school guidance for the use of mobile technology and the safeguarding issues associated with their use (See 'Safer Working Practices' policy)

- **Physical contact with pupils** (For further guidance please refer to the agreed policy on 'Physical Contact and the use of force')

It is acknowledged that physical contact between adults and children is inevitable and provides reassurance. All adults working with children need to be mindful that perfectly innocent actions can at times be misconstrued. If the adult determines that this has been the case then all concerns need to be reported to the Headteacher immediately. A professional code of conduct is required at all times with respect to the adult and the child.

- **Relationships are valued**

We value the relationships between child/adult, but the protection and welfare of the child is the paramount consideration in all our actions.

- **Appropriate personnel to be informed regarding first aid etc.**

Our first aid code of practice is included in our Health and Safety Policy. All staff receive 'Emergency First Aid' training.

- **Smoking and alcohol on premises**

As part of our PSHE Policy we encourage the children to understand the health risks involved in smoking both directly and passively. We support and enforce the Gloucestershire County Council Policy on premises being no smoking zones. The dangers of excess alcohol consumption also forms part of the policy. The messages we give as adults are important and a professional stance is adopted. Guidance as to the misuse of harmful substances are found in our Drug Awareness policy.

- **Children's attendance**

Procedures for the registration of children should be followed to enable attendance to be monitored by the Headteacher and appropriate external agencies. In order to fulfil the requirements of our Child Protection requirements staff are to report any concerns/issues regarding attendance to the Attendance Officer or the Headteacher.

- **Supervision of Children off-site**

Procedures for Child protection are applied in the event of off-site activities. Local Authority guidance regarding pupil/adult ratios is adhered to.

The Staff Agreed Code of Conduct is discussed with all staff and forms part of the induction training for all new staff and volunteers. Please also see Staff behaviour (Code of Conduct) Policy

Information sharing and GDPR

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We have a duty not to 'prevent, or limit, the sharing of information for the purposes of keeping children safe'. We are aware that legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they

need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.'

We have a duty to retain all data on the safeguarding file for a long period as it 'forms part of an important story that may be needed retrospectively for many years.'

Monitoring and Evaluation

Our Safeguarding/Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body Visits to the school.
- The Senior Leadership Team and DSL.
- Pupil surveys/questionnaires and individual conferencing.
- Scrutiny of attendance data.
- Scrutiny of range of risk assessments.
- Scrutiny of Governing Body Minutes of meetings.
- Scrutiny of logs of bullying, racist and behaviour incidents by the Headteacher, DSL's, Governor Lead on Safeguarding (**Susanne James**).
- Review of parental concerns and parental questionnaires.

Conclusion

It is the duty of Gloucestershire Local Authority and/or the Police to initiate enquiries where it is suspected or alleged that a child may be neglected, ill-treated, or at risk from harm. At Hatherley Infant School, we fully recognise the contribution we can make to protecting and safeguarding children. This takes place through three main elements:

Prevention, by creating a positive school ethos, teaching and pastoral support for pupils;

Protection, by following agreed guidelines and procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;

Offering Support to pupils and to staff who have been abused.

Child Protection Process



Professional has concerns

If a Professional has a concern about the well being of a child (or unborn baby), then follow the General Procedures provided.



Consultation with supervisor

Professional discusses concerns with supervisor or Designated Safeguarding Lead to decide next steps



Discussion with parents

Professional discusses 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)



The Front Door

Where there are urgent concerns, professional contacts The Front Door on 01452 426565 (option 1)



Seeking advice from Children's Social Care

Professional can contact the Children's Practitioner Advice Line on 01452 426565 (option 3) to discuss their concerns with a qualified social worker and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns.



Making a Request for Service to Children's Social Care

Unless there are urgent concerns, professional completes a Multi Agency Service Request Form. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken. Please use the [Gloucestershire Childrens Services Portal](#) to submit a MARF.

Referrals to Social Care



Professional has made a referral to social care



Confirm in writing

If due to urgent concerns, a MARF was not completed at the time of the initial contact, then the referral must be followed up in writing within 48 hours

Childrenshelpdesk@gloucestershire.gov.uk
The Front Door, Block 4, 5th Floor, Shire Hall, Glos.
GL1 2TG



Assessment

If accepted the referral will lead to an Assessment being commenced to determine whether there is suspected actual harm or likely significant harm.



Strategy Discussion

The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 5 working days).



Section 17
Child in need of services

Section 17 services are required when there are health or development concerns. These are determined through an assessment of need and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.



Section 47
Child in need of protection

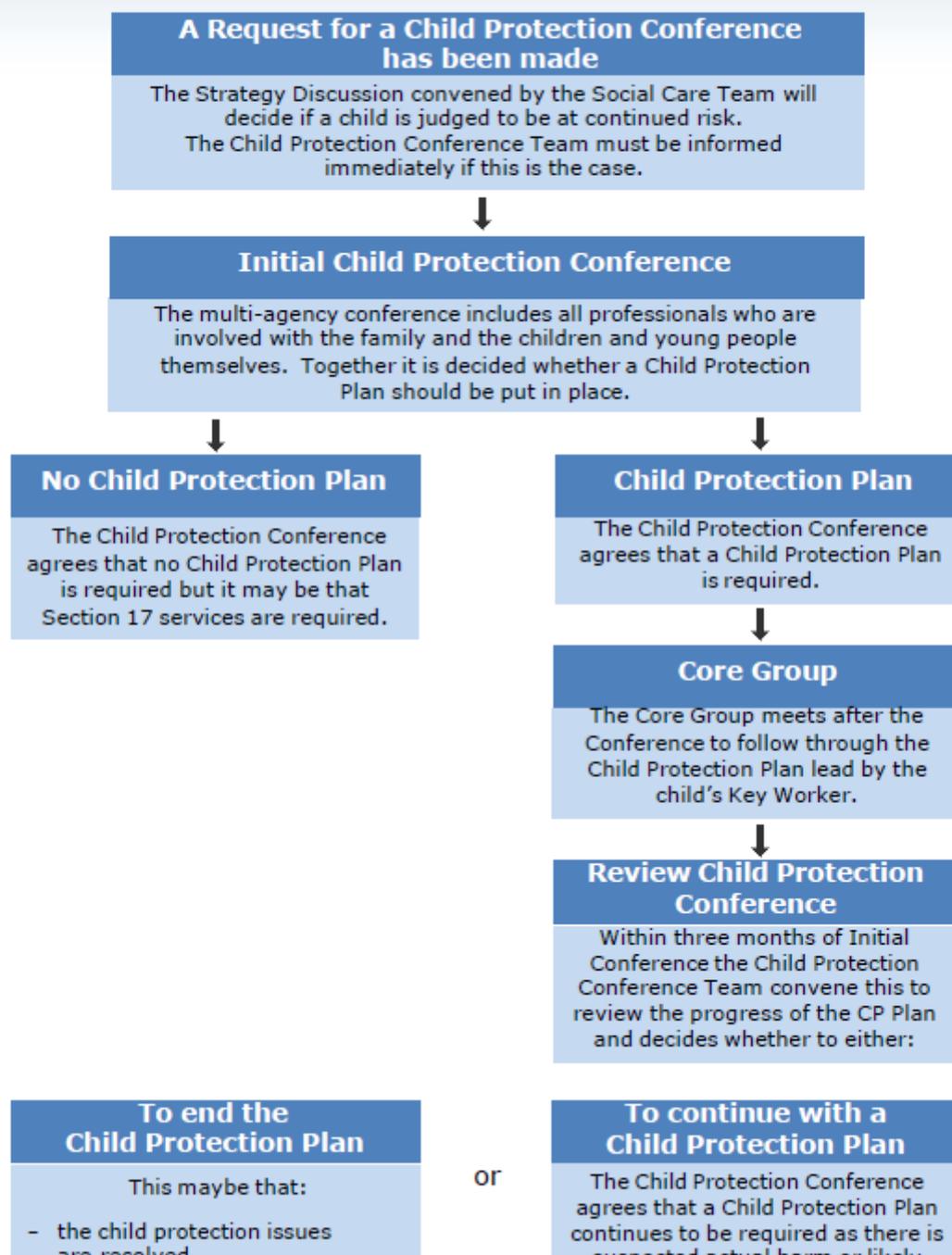
A Section 47 enquiry is required because it is judged there is suspected actual harm or likely significant harm to the child. An assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.



Outcome of Assessment

The Assessment may confirm child protection concerns in which case a Child Protection Conference should be held within 15 working days of the last strategy discussion.
(It may also determine that services are required under Section 17).

Conference Process



Allegations Management



Concern about a member of staff or a 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 may pose a risk of harm to 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 help. Include where the concern came from and brief details only.



Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer (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) – Tel: 01452 426994

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 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 in the Government Document: Working Together to Safeguard Children 2015 and the South West Procedures.

http://www.proceduresonline.com/swcpp/gloucestershire/p_alleg_against_staff.html