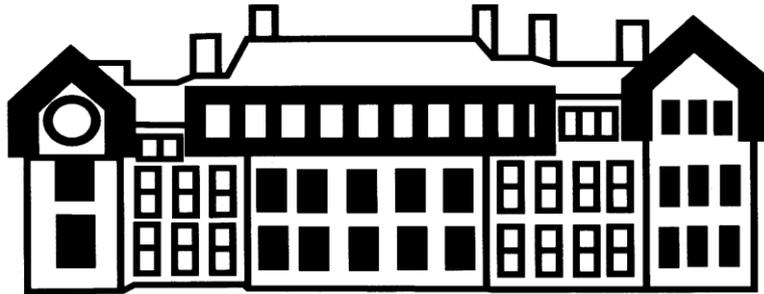


Gordon Primary School

GORDON



SCHOOL

# Child Protection & Safeguarding Policy

Ratification date: October 2018

Review date: October 2019

Signed \_\_\_\_\_ Headteacher

Signed \_\_\_\_\_ Chair of Governors

## Child Protection & Safeguarding Policy

Also see:

- *Types & Indicators of Abuse & Neglect*
- *Safer Working Practice for Adults who work with Children and Young People in Education Settings*
- *Keeping Children Safe in Education (September 2018)*
- *Whistle-Blowing Policy*
- *Child Protection Supplementary Documents (Gordon School document)*

### 1 Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of different types of abuse and follow our procedures to ensure that children receive effective support, protection and justice.

The Designated Safeguarding Lead (DSL) for the school is the Headteacher: **Mr Jason Taylor**

There are two Designated Safeguarding Deputies who can be contacted in the DSL's absence: **Mrs Hannah Cuesta** and **Mrs Amanda Black**.

There is a governor with responsibility for ensuring the Governing Body's statutory duties are in place. This is: **Mr Graham Haynes**.

All of the above can be contacted via the school office.

### 2 Introduction

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Greenwich Safeguarding Children's Board (GSCB) and locally agreed procedures.

Gordon Primary School takes seriously its responsibility to protect and safeguard the children in its care and follows the guidance of *Working Together to Safeguard Children* (July 2018) and *Keeping Children Safe in Education* (September 2018) and Section 175 of the Education Act, 2002. This guidance outlines the responsibilities of schools in carrying out their duties to safeguard and promote the welfare of children by ensuring that "*mechanisms are in place to assist staff to understand and discharge their role and responsibilities*".

### 3 Purpose and Aims

**3.1** Gordon Primary School fully recognises its responsibilities for safeguarding children including those in need of protection.

## **Gordon Primary School**

**3.2** Our policy applies to all staff, governors and volunteers working in the school.

**3.3** There are five main elements to our policy:

- Establishing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Ensuring there is a suitably trained workforce; developing and then implementing robust procedures for identifying and reporting cases, or suspected cases, of abuse.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

**3.4** We recognise that because of the day-to-day contact with children, school staff are 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 whom they can approach if they are worried.
- Promote opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure the staff are trained to respond appropriately to Child Protection issues.

## **4 Statutory Framework**

**4.1** In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (September 2018)
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Working Together to Safeguard Children (July 2018)
- Procedures set out by the Greenwich Safeguarding Children Board (GSCB).

**4.2** More specifically, we will:

- ensure we have a Designated Safeguarding Lead (DSL) for child protection, and at least one deputy Designated Safeguarding Lead (DDSL) for child protection, who have received appropriate training and support for their roles;
- ensure we have a nominated governor responsible for child protection;
- ensure every member of staff (including temporary and supply staff and volunteers) and the Governing Body knows the name and role of the designated senior person for child protection and their deputy;

## Gordon Primary School

- have a comprehensive Induction Policy in place specifically outlining the school Safeguarding/Child Protection Policy; the staff code of conduct and role of the DSL;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL and have signed that they have read *Keeping Children Safe in Education* (September 2018) Annex A and Part 1;
- ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the website;
- notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**;
- contact the child's social worker directly if there is an unexplained absence of a child who is **Looked After** - this may then trigger actions identified in the "*Joint Police and Social Care Protocol for Dealing with Children Missing from Care.*"
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;
- keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately;
- have procedures in place to re-assess concerns when a child's situation fails to improve;
- ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations - this can be electronic secure storage;
- follow the procedures set out in section 16 of this document, if an allegation is made against a member of staff or volunteer;
- ensure safe recruitment practices are always followed.

### 5 Safeguarding Training

**5.1** All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates via the weekly briefing meeting and staff e-bulletin, to provide them with relevant skills and knowledge to safeguard children effectively.

**5.2** The Designated Safeguarding Lead (DSL) and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSL will undertake *Prevent* awareness training. In addition to the formal training, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

**5.3** Any newly appointed DSL will attend the GSCB *Working Together to Safeguard Children* training and the local DSL training before taking lead responsibility for safeguarding. The deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training.

## Gordon Primary School

- 5.4** The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training annually.
- 5.5** The DSL will retain a training record indicating the attendance at safeguarding training so that absent staff can receive an update on their return. Additionally, the DSL will retain a record showing staff have read Keeping children Safe in Education (September 2018) Annex A and Part 1.
- 5.6** All new members of staff will receive child protection training as part of their induction programme.
- 5.7** Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.
- 5.8** At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. This is a statutory requirement. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post. (Royal borough of Greenwich recommends this is updated every five years.)
- 5.9 Record of Training (summary)**  
A record of training is maintained.

<b>Training</b>	<b>Person</b>	<b>Date</b>
Designated Safeguarding Lead		
Deputy DSL		
Designated Teacher for Looked After Children		
Safer Recruitment		
Annual Safeguarding / Child Protection		
Safeguarding – Honour Based Violence (FGM, forced marriage, etc.)		
Child Sexual Exploitation (CSE)		
Prevent and Extremism		
E-Safety		
First Aid		
Positive Handling (Physical Restraint)		

## **6 The Headteacher’s Roles and Responsibilities**

**6.1** In line with the statutory guidance (2016), the Headteacher will ensure that systems and procedures to ensure all understand their role in safeguarding and promoting the welfare of children. The Headteacher will ensure:

- the policies and procedures adopted by the Governing Body or proprietor are fully implemented, and followed by all staff;
- a clear and concise job description is in place for the DSL and that the DSL is a senior member of the schools Leadership team;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy

## Gordon Primary School

discussions and other interagency meetings, and contributing to the assessment of children;

- all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies, where appropriate;
- a barred-list check is completed and a risk assessment is in place to ensure any individual who starts before a DBS certificate is received, is suitably supervised;
- induction procedures are robust and meet the requirements outlined in Keeping Children Safe in Education (September 2018) – page 6;
- procedures are in place to refer to DBS any person dismissed or removed due to safeguarding concerns;
- the school is satisfied that any alternative provider they use has appropriate safeguarding procedures in place;
- there are arrangements in place for DSL availability to cover any out-of-hours or out-of-term activities.

## 7 The Designated Senior Person for Child Protection's Roles & Responsibilities

### 7.1 Broad areas of responsibility proposed for the DSL for child protection:

- recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral to other agencies;
- refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police);
- act as a source of support, advice and expertise to staff within the educational establishment;
- seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services **unless** this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm. Liaise with the Headteacher (where the role is not carried out by the Headteacher) to inform him of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role;
- understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes, such as the Royal Greenwich Early Help Guidance;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments;
- ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise;
- ensure all staff are aware of the guidance '*What to do if you're worried a Child is being Abused*';
- give feedback to, and reassure, staff who have raised a child protection concern;

## **Gordon Primary School**

- be able to keep detailed, accurate, secure written records of referrals and/or concerns;
- maintain an up-to-date awareness of safeguarding developments and distribute these as appropriate to all staff in line with advice from the Greenwich Safeguarding Children's Board (GSCB);
- ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this;
- where children leave the establishment ensure their child protection file is provided for any new establishment as soon as possible but transferred separately and securely from the main pupil file;
- have attended Prevent awareness training - (preventing radicalisation).

### **8 The Governing Body's Roles & Responsibilities re Safeguarding**

**8.1** Keeping Children Safe *in Education* (September 2018) provides the following statutory guidance:

***Governing bodies and proprietors are accountable for ensuring their school has effective policies and procedures in place in accordance with this guidance and for monitoring their school's compliance with them. They should ensure that an appropriate senior member of staff is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff liaising with the local authority and working with other agencies.***

**8.2** In light of this statutory guidance the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSL on matters relating to Safeguarding and Child Protection.

**8.3** The Governing Body will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents and carers on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the Headteacher, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- a senior member of the school's leadership team takes the Designated Safeguarding Lead (DSL) role and has responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies;
- in addition to GSCB training (every two years) the DSL will undertake training to support inter-agency working;

## **Gordon Primary School**

- There is annual training for all staff to equip them to carry out their responsibilities for child protection effectively. Also, all temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- the school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- a member of the Governing Body (usually the chair) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Headteacher; (contact details of the LADO are given in section 16.7)
- All allegations or safeguarding complaints are appropriately investigated by a senior leader from within the school and if necessary by an independent investigator provided by the Royal Borough of Greenwich or externally sourced;
- the Headteacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to their attention;
- With staff welfare in mind, the Governing Body will consider the necessity and appropriateness of arranging for 'Safeguarding Supervision' for the DSL and or Deputy DSLs within the school.
- an appropriate Whistle Blowing Policy is in place and is reflected in staff training and the Staff Handbook to encourage any staff member or volunteer to report concerns regarding safeguarding practice in school;
- the Governing Body ensures the child protection policy and procedures are reviewed annually.

### **9 The Role & Responsibilities of all Staff within the School**

- 9.1** All school and college staff members should be aware of the signs of abuse and neglect (appendix 1) so that they are able to identify cases of children who may be in need of help or protection.
- 9.2** Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- 9.3** Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff are aware of the additional barriers in identifying possible abuse and neglect in these children. They recognise the need to
- explore the reasons for changes in behaviour, mood and injury rather than assume it is related to the child's disability;
  - understand that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
  - overcome the barriers and difficulties in communication with these children.
- 9.4** All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:

## Gordon Primary School

- recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse;
- recognise that peer on peer abuse must be taken seriously and appropriately reported;
- take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour;
- read carefully any documentation provided by the DSL to update their safeguarding training.

**9.5** It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore important that **all** staff are aware of the signs and behaviour which **may** indicate abuse (see section 11 and Appendix 1).

**9.6** All staff and volunteers have a duty to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- *The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).*

## **10 Royal Greenwich Early Help Guidance**

**10.1** Royal Greenwich Early Help Guidance supports children and families with emerging needs and promotes a shared responsibility to facilitate significant and sustained change in children's lives, building resilience, preventing and protecting children from harm. Early Help is focused developing and breaking intergenerational cycles of poverty through working with children's parents/carers and families.

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- is showing early signs of abuse and/or neglect.

Further information can be found from:

- [www.greenwichsafeguardingchildren.org.uk](http://www.greenwichsafeguardingchildren.org.uk)
- Early Help consultation line 0208 9214590 1- 4pm
- [Early-help-refer@royalgreenwich.gov.uk](mailto:Early-help-refer@royalgreenwich.gov.uk)
- Early Help preventions directory available on the GSCB website

## **Gordon Primary School**

### **11 When to be Concerned**

**11.1** All staff and volunteers must be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

**11.2** All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse. See Appendix 1 for details.

**11.3** Help in identifying possible cases of abuse and neglect is available in the document: *Types & Indicators of Abuse & Neglect*. This document is available on the shared area of the school's computer system.

**11.4** Pupils affected by their own or other's drug misuse should have early access to support through the school and other local services. Access to support will be initiated through a referral to social services.

### **12 Dealing with a Disclosure / Reporting Concerns (see Appendix 2 flowchart)**

**12.1** If any member of staff has a concern about a particular child in their care, they must immediately report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead. Staff must provide the DSL with a signed and dated written record of their concerns. If necessary staff are also able to report directly to Children's Social Care via the Multi Agency Safeguarding Hub and/or police if the child is in immediate danger or at risk of harm.

**12.2** If a child discloses that he or she has been abused in some way the member of staff should:

- find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light;
- listen to what is being said without displaying shock or disbelief;
- do not make false promises which may not be able to be fulfilled and do not promise confidentiality;
- allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not already visible. Listen, only asking questions when necessary to clarify. Ask open questions such as "Tell me" and "How did that happen?";
- not criticise the alleged perpetrator;
- reassure the child that what has happened is not his or her fault;
- stress that it was the right thing to tell;
- explain what has to be done next and who has to be told;
- find out just enough to be sure of the need to refer, and keep any questions open rather than closed;

## Gordon Primary School

- make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned;
- sign and date the record of disclosure;
- speak with the DSL and provide them, or in their absence, the Deputy DSL, with the signed, dated written record, using the agreed school proforma, without delay.

**12.3** The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

**12.4** The school is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.

**12.5** When the DSL, or in their absence, the Deputy DSL, has been informed, they will make the decision whether or not to refer the concern to Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.

**MASH Consultation Line Telephone – 020 8921 2267 or contact  
LADO/Greenwich Safeguarding Coordinator for Schools on 020 8921 4438.**

**12.6** Referrals will be made as soon as possible by telephone **and the appropriate forms completed and sent at the same time.** Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (**MASH**):

**Multi Agency Safeguarding Hub  
Children's Services  
Safeguarding and Social Care, 1<sup>st</sup> Floor  
The Woolwich Centre,  
Wellington Street,  
Woolwich, London  
SE18 6HQ**

**12.7** If the DSL has raised a safeguarding concern but does not feel that appropriate action has been taken by children's services they should use the Greenwich Safeguarding Children Board escalation policy to take this further. This is available on the GSB website – click on the *professionals* tab.

**12.8** Additional referral guidance is provided in Appendix 2.

## **13 Confidentiality**

**13.1** Safeguarding children raises issues of confidentiality that must be clearly understood by all staff and volunteers in the school. All staff and volunteers have a responsibility to share relevant information about the protection of children with other professionals. This sharing of information is outlined in the guidance *'Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers'* (July 2018). It identifies seven golden rules for sharing information and reminds

## **Gordon Primary School**

practitioners that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

- 13.2** If a child discloses to a member of staff or a volunteer and asks that the information is kept secret, it is important that the adult tells the child in a manner appropriate to the child's age and stage of development that they cannot promise complete confidentiality. Instead the adult must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- 13.3** Staff and volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.

### **14 Communication with Parents and Carers**

- 14.1** Parents and carers will be made aware of the school's policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision.
- 14.2** The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

### **15 Record Keeping**

- 15.1** All concern forms, body maps and chronology sheets should be signed and dated. They should together provide an accurate factual account of the concern and action taken by the school.
- 15.2** The completed forms and records will be kept for the duration of the child's school career and where a child changes school the forms and records will be forwarded to the DSL at the receiving school. The school will retain a receipt for the records signed by the receiving school.
- 15.3** The information contained in the records will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Board Agencies (e.g. solicitor / investigating agent) will be referred to the Headteacher/DSL who is advised to seek legal advice before acting.
- 15.4** All records of concern and multi-agency involvement should be kept separate from the child's academic records. They must be kept securely with access only for the DSL, Deputy DSL and Headteacher.

- 16 Dealing with Allegations against School Staff (see also: Keeping Children Safe in Education, September 2018 part 4 for further details and the flowchart in Appendix 2)**

## Gordon Primary School

- 16.1** An allegation is any information which indicates that a member of staff or volunteer may have:
- behaved in a way that has, or may have, harmed a child;
  - possibly committed a criminal offence against, or in relation to, a child;
  - behaved towards a child or children in a way which indicates they would pose a risk of harm if they work regularly or closely with children;
  - behaved in a way contrary to the expectations set out in the Staff Handbook.
- 16.2** Allegations of causing harm to a child apply to any child the member of staff or volunteer has contact with in their personal, professional or community life.
- 16.3** To reduce the risk of allegations, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document, '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.*'
- 16.4** Any allegation should be reported immediately to the DSL or Headteacher (unless the allegation concerns the Headteacher see 16.10 below). S/he should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a "need to know" basis only.
- 16.5** Actions to be taken include making an immediate accurate, written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record must be signed and dated.
- 16.6** The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
- 16.7** The Headteacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education, who is **Catrin Gruffydd Jones (020 8921 2351 or 07566287413)** or **Winsom Collins (020 8921 4472)**.
- 16.8** If the allegation meets any of the four criteria set out in section 16.1 then the Headteacher shall contact the LADO without delay, and provide the LADO with written confirmation of the allegation.
- 16.9** The Headteacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the allegation.
- 16.10** If there is an allegation or concerns raised against the Headteacher, then the Chair of Governors will be contacted. The Chair of Governors for this school is:

**Dan Clarke                      contact number available from the school office**

- 16.11** In the event of allegations or concerns against the Headteacher the Chair of Governors

## **Gordon Primary School**

(or the Vice Chair) will contact the LADO, whose contact details are given in 16.7 above.

### **17 Allegations of Children as Abusers**

- 17.1** This policy recognises that children are capable of abusing their peers. Staff are aware that any allegations will be investigated appropriately by reporting concerns to the DSL and will never be tolerated or passed off as “banter” or “part of growing up”. Any form of inappropriate touching, physical abuse such as hitting, kicking, shaking, biting and hair-pulling, or evidence of initiation procedures, sexting (or other inappropriate use of technology) will be robustly followed up.
- 17.2** Victims of peer on peer abuse will be supported as for any other form of abuse and in their best interests.
- 17.3** Peer on peer abuse can manifest itself in many ways. The curriculum provides opportunity for the school to help children safeguarding themselves from new technology and through learning about personal safety.
- 17.4** The children have e-safety training annually and are given key information from the Child Exploitation and Online Protection Centre (CEOP) and other online safety sites.

### **18 Whistle-Blowing**

- 18.1** We recognise that children cannot be expected to raise concerns in an environment where the staff fail to do so.
- 18.2** All staff should be aware of their duty to speak with a member of the Senior Leadership Team should they have any concerns regarding the attitude or actions of a colleague.
- 18.3** Failure to disclose concerns about a colleague is a breach of school policies and could lead to disciplinary proceedings.

### **19 Related Policies / Procedures**

- Acceptable Use Policy
- Administration of Medication Policy
- Anti-bullying Policy
- Behaviour & Discipline Policy
- Behaviour of Adults Policy
- E-safety Policy
- Emergency Evacuation Policy
- Equality Plan
- Equality Statement
- First Aid Policy
- Health, Safety & Welfare
- Home/School Agreement
- Home/Nursery Agreement
- Induction Policy

## **Gordon Primary School**

- Intimate Care Policy
- Looked After Children Policy
- Photography & Recording of Images Policy
- Security Policy
- Sex & Relationships Policy
- Staff Handbook
- Supporting Children with Medical Needs Policy
- Whistleblowing Policy

### **20 Monitoring & Evaluation**

The responsibility for ensuring that the Child Protection & Safeguarding Policy and procedures are in place, available to parents and reviewed annually lies with the Governing Body. This policy will be reviewed by the Governing Body on an annual basis.