



Safeguarding Policy 2018 (incorporating Child Protection)

Date Approved by Governing Body: 15th October 2018

Written by: Governors and Staff

Staple Hill Primary School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults feel confident about sharing any concerns which they may have about their own safety or the wellbeing of others. This policy is applicable to all 'on and off-site' activities undertaken by pupils whilst they are the responsibility of the School, and applies to all staff, visiting staff, governors, parents/carers, volunteers and students on placement. It has been written using advice and guidance from

- 'Keeping Children Safe in Education' (Sept 2018)
- 'Serious Crime Act' 2015
- 'Children Missing Education' (Sept 2016)
- South Gloucestershire Safeguarding Children Board (SGSCB)
- South West Safeguarding and Child Protection Procedures.

Further information can be found at www.sgcyp.org and www.swcpp.org.uk

Policy Aims

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed 'vulnerable'
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors, etc.
- Outline how complaints against staff will be handled
- Set out expectations regarding record-keeping
- Clarify how children will be kept safe throughout the everyday life of the school
- Outline how the implementation of this policy will be monitored



This policy is consistent with all other policies adopted by the Governors, and should be read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour & Discipline Policy
- Curriculum Policy
- Drug Management Policy
- E-Safety Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Managing Medical Needs Policy
- Sex and Relationships Policy
- Staff (and Volunteer) Acceptable Use Agreement
- Whistle-blowing Policy
- Promoting British Values (School Website – “School Information” section)

RESPONSIBILITIES AND IMMEDIATE ACTION

All adults working at Staple Hill Primary School (including visiting staff, governors, volunteers and students on placement) are required to identify and report instances of actual or suspected child abuse (covering neglect, physical injury, sexual abuse or emotional abuse) ideally in the first instance to the Designated Safeguarding Lead, but can refer directly to social care themselves. If there is a risk of immediate serious harm to a child, a referral to social care should be made immediately. If the child’s situation does not appear to be improving, the staff member with concerns should press for reconsideration of the case.

Designated Safeguarding Lead

The Designated Safeguarding Lead (Designated Senior Child Protection Officer) for child protection at this school is: Sharon Boulton (Assistant Headteacher)

In her absence, these matters will be dealt with by the Deputy Safeguarding Leads: Arwa Said (Headteacher) or Ross Newman (Executive Headteacher)

The Designated Safeguarding Lead (DSL) is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school’s representation at CP conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the DSL, they will be responsible for deciding whether or not this should be reported as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Person and the member of staff reporting the concern, advice will be sought from:

- the Deputy Designated Person OR
- the South Gloucestershire Local Authority’s **Access and Response Team** on 01454 866000;
- Bristol LA First Response Team on 0117 9036444.



The parent/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual abuse or the Designated Person has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing will be said ahead of the referral.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the Child Protection (CP) referral process should not delay the administration of first aid or emergency medical assistance. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day urgent Police intervention will be requested.

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, the DSL will consider whether the matter should be reported for investigation.

Referrals to Children's Social Care will be made using the Local Authority's Single Service Referral Proforma.

In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as practically possible. Staple Hill Primary School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks.

Vulnerable pupils

Special Educational Needs

Within this policy, we recognise that statistically children with behavioural difficulties and disabilities are more vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

Particular vigilance will be exercised in respect of pupils who are the subject of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the South Gloucestershire LADA. If the pupil in question is a Looked-After child, this will also be brought to the notice of the Designated Person with responsibility for children in public care.

If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Person as a safeguarding issue. The School acknowledges the additional need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, and the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school.



We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The school has a strong commitment to anti-bullying, and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a Child Protection context.

Female Genital Mutilation [FGM]

The National Society for the Prevention of Cruelty to Children (NSPCC) considers that the practice of **Female Genital Mutilation** (FGM) is an imposed violation of a child's physical integrity and as such is categorised as child abuse. This act is therefore not exempt from this policy. In line with 'The Serious Crime Act 2015', teachers have a duty to report to Police any instances where it has been 'discovered' that FGM has been carried out on a girl under the age of 18. Unless there is 'good reason', any concerns of FGM will be passed to the Designated Safeguarding Lead. See Appendix for link to NSPCC document on 'Signs and Symptoms of FGM'.

Child Sexual Exploitation [CSE]

Child sexual exploitation is defined as:

'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.'

(DfE, 2017)

In Putting Children First (July 2016) the Government set out its ambitions to support vulnerable children to lead safe and positive lives, to become successful adults and to have the kind of happy childhood that we want for all our children ... Practitioners should work together to reduce the immediate risk of harm to children and collaborate to develop long term strategies to improve children's life chances.

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

Sexual exploitation of children is completely unacceptable; the only effective way to tackle sexual exploitation of children is via effective multi-agency and partnership working. We recognise that sexual exploitation can have a serious long-term impact on every aspect of the child or young person's life; it can also damage the lives of families and carers. In Staple Hill, we acknowledge our collective responsibility to identify and protect children and young people at risk of or who have been sexually exploited. It is also our responsibility to prevent children and young people becoming victims of this form of abuse and reassure our communities we can perform our duties effectively. Staff will report any incidents directly to the DSL/LADO [Tina Wilson] and record all details according to the school's Safeguarding Policy. We will follow the guidance outlined in the documents and guidance below:

- <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>



- <http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/child-exploitation/>
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf
 - CHILD SEXUAL EXPLOITATION: Advice for Healthcare Staff A pocket guide to provide practical information to healthcare staff to safeguard children and young people
 - Sexual Exploitation Risk Assessment Framework (SERAF)
 - <http://www.barnardos.org.uk/cse-learning-disabilities>
 - Child Sexual Exploitation: Guidance for Practitioners
[http://edocs.southglos.gov.uk/download/childsexualexploitation_994.pdf]
- This guidance document should be read in conjunction with Working Together to Safeguard Children, Child Sexual Exploitation Definition and a Guide for Practitioners, Local Leaders and Decision Makers Working to Protect Children from Child Sexual Exploitation, the South West Child Protection Procedures (SWCPP) and South Gloucestershire's threshold matrix - Journey of need: a child's journey of need including threshold matrix .

Attendance

We recognise the risks associated with pupils with poor attendance records and will:

- follow the available guidance on managing attendance, determined by the assessed level of risk.
- be vigilant in being aware of any activities by adults towards pupils which cause concern.
- discuss any concerns we have with ART [S Glos] or First Response [Bristol] and make a referral, as appropriate.

Self-Harm

Self harm, as defined in the National Institute of Clinical Excellence guidelines (2004), is an "expression of personal distress, usually made in private, by an individual who hurts him or herself." The nature and meaning of self harm, however, varies greatly from person to person and the reason or trigger for each action may differ on each occasion. Essentially though, self harm is any behaviour where the intent is to cause harm to oneself.

[Multi Agency Guidelines for Professionals Working with Children and Young People Who Self Harm, 2012)

More broadly, self harm is also one indicator of mental health and well-being. The Government is promoting the development of improved mental health and emotional well-being for children, young people and their families.

As a school, we recognise the need to provide support for staff supporting children who are either self-harming or at risk of self-harm. We aim to ensure a consistent, caring and appropriate response and through a separate Self-harm Strategy enable staff to feel confident, informed and able to support children and young people most at risk. The guidance will ensure that staff know whom they should inform, which agency should be contacted and what steps need to be initiated if deliberate self-harm is witnessed or suspected. This will ensure a coordinated response which includes provision of adequate support for the pupil, other pupils who have witnessed or know



about the self-harm, and members of staff who may be experiencing significant shock or distress following a pupil's disclosure or the discovery of self-harm. The guidance will outline model processes for managing self-harm in school. [Appendix 8]

Groups of children and young people more vulnerable to self harm include:

- children and young people in residential settings
- lesbian, gay, bisexual and transgender young people
- young Asian women
- children and young people with learning disabilities.

The Prevent Duty

We understand that, in order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. All staff will have completed the recognised e-learning Prevent training and shared their certificate with the DSL.

We are committed to building pupils' resilience to radicalisation by promoting fundamental moral values and enabling them to challenge extremist views. This promotion of strong moral values is carried out across the school, through the curriculum, through daily pastoral work, and through assemblies and regular PSHE; is embodied in all the ways in which adults and children operate in our school. (See "British Values" link in "School Information" tab on the school website.)

We recognise that there is a need for us to ensure that any debate or discussion of topical issues, including those relating to radicalization and terrorist issues, should be age appropriate – as is the case in all subjects and in all discussions which take place in our school, especially in matters such as 'sexting' and Sex Education.

Recruitment

To ensure that the children at Staple Hill Primary are protected whilst at school, we are committed to the process of becoming a Safe Organisation. Safer recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. We accept that it is our responsibility to follow the guidance set out in 'Keeping Children Safe in Education'. In particular:

- all job vacancies contain a safeguarding statement indicating that all appointments are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check
- we will ensure that at least one member of any interview panel for external candidates has completed certified Safer Recruitment Training
- we will ensure that all adults with substantial access to children at this school have consented to us obtaining information from the Disclosure and Barring Service before starting work, and



prior to confirmation of appointment (see South Gloucestershire “Safeguarding Policy” model p.3)

- relevant safeguarding advice and information are included within the induction arrangements for all staff and volunteers

As part of pre-employment checks for all staff working in early or later years, staff will be asked to complete a declaration form to the best of their knowledge, regarding living in the same household where a disqualified person lives or is employed.

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

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to confirmation of appointment and signing of contract
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for during the interview process and followed up by contact with referees and appropriate agencies

Single Central Record (SCR)

The school keeps a Single Central Record of staff checks including identity, qualifications and DBS/List 99 checks carried out, by whom and when.

This School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms Child Protection procedures within the School.

The Headteacher, SBM and Safeguarding Governor (and DSL, as appropriate) will review the SCR termly (3 x annually) and as necessary changes are made.

Induction and Training

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, identifying and reporting abuse, and confidentiality issues. The Staff Code of Conduct policy will form part of all induction training. All new staff at the school (including volunteers) will receive basic child protection information and a copy of this policy within one week of starting their work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through the designated person. Staff will attend refresher training annually and the Designated Persons every two years.



An up-to-date 'Safeguarding Board' will be displayed in the staff room and will include key information including Designated & Deputy Safeguarding Leads; safeguarding contact details and support materials. All staff will be familiar with the contents of this board and refer to this policy with regards to all safeguarding incidents and protocols.

The Safeguarding Governor should attend regular high-quality training. All governors will be advised by the headteacher as to good safeguarding practice when they visit the school.

The Designated Mental Health Lead [DMHL] in Staple Hill is:

Ali Dawes [Parent Support Worker & member of the Safeguarding Team]

The DMHL will liaise closely with Sharon Boulton [SENCo & DSL] to ensure the emotional and mental wellbeing of Staple Hill pupils. She will also undertake relevant training approved by the headteacher.

Volunteers

Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the school. Volunteers will, **at no time**, be given responsibility for the personal care of pupils.

Voluntary sector groups that operate within this school, provide off-site services for our pupils or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the South Gloucestershire Safeguarding Children Board.

All volunteers will be given a copy of the Staple Hill Primary School Volunteers Handbook on their first day.

Staff Code of Conduct

All staff (paid and voluntary) are expected to read and adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour and Discipline Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the headteacher, parents and carers, and to governors. Any physical restraint used will comply with Department for Education (DfE) and Local Authority (LA) guidance and will be recorded specifically in a numbered and bound book.

The school will try to exceed the basic recommendation for first aiders but will ensure that:



- A minimum of two paediatric trained staff will be on site and in addition two persons who hold the appointed persons first aid certificate.
- First aid will be administered by teachers, teaching assistants, lunch break supervisors and administration staff who are not qualified First Aiders on the understanding that they follow the guidelines in the Staff Handbooks.
- If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and school nurse or health visitor.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; musical instrument tuition, for example, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the headteacher. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the headteacher. Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the headteacher. Staff will not disclose their personal telephone numbers and email addresses to pupils or parents. Staff will not share their personal work email with pupils or parents. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers, where necessary.

School staff should not record photos or movie images of pupils using own personal mobile digital devices (phones, cameras, laptops, notebooks or tablets), under any circumstances. This is the expectation for all staff, volunteers and students whether on-site or off-site. Only school devices will be used and all images will be removed from each device, on-site at Staple Hill Primary.

E-safety

We recognise that many of the risks to children in the ‘real world’ equally apply to the ‘virtual world’ that children and young people may encounter when they use ICT in its various forms. We take seriously our responsibility to educate our children to help them become safe and responsible users of new technologies, and allow them to be discriminating users of both the content they discover and the contacts they make online. Our aim is to teach them the appropriate behaviours



and critical thinking skills to remain both safe and legal online, wherever and whenever they use technology.

Photographing Children

In the interests of Safeguarding, we will not allow parents and carers to take photos or video-record their children or other family's children during any school activity. We will allow parents and carers to take pictures of their own children just after the activity, e.g. a public performance or at a sports event, so they may have a record.

We will not allow others to photograph or film pupils during a school activity without the prior consent of the school. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected. In the interests of child protection, parents and carers who have been permitted to photograph or film pupils are urged not to share these images in any public forum (e.g. social networking sites).

School staff will only use official school mobile digital devices (phones, cameras, laptops, notebooks or tablets) to record photos or movie images of pupils for educational purposes only. These images will not be taken off-site. .

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. However, the school cannot be held accountable for photographs or video footage taken by parents or members of the public against the express wishes of the school at school functions.

Before and After school Activities

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

Contracted Services

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider. This information will be held by the SBM [School Business Manager].

Complaints/Allegations made against Staff

Working closely with children is fundamental to teaching in schools. Where such interaction with children exists, so also does the opportunity to abuse them. Staff are also vulnerable to allegations of abuse, whether deliberately or innocently false, malicious or misplaced. No one should hesitate



to report concerns because of fear of possible repercussions. Any adult with concerns about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other significant harm must report their concerns to the headteacher or an appropriate senior colleague. If the response is unsatisfactory or the employee does not feel comfortable talking with the aforementioned senior leaders, s/he should raise the issue with the Chair of Governors. Any person making such a report will get immunity from retribution or direct action (see Whistleblowing policy for further clarification.)

The following situations should always be referred to the South Gloucestershire Safeguarding Manager:

- An allegation that a member of staff has seriously harmed a child
- An allegation that has been reported to the Police or Children's Services by the child or parent.
- An allegation involving a child who is Looked After in Public Care.
- An allegation involving a child who is the subject of a Child Protection Plan.
- An allegation involving a child who has a disability or Statement of Special Educational Needs.
- The member of staff concerned has been subject to previous complaints.
- The allegation is one of sexual abuse or inappropriate behaviour.

If there is a complaint against another pupil, the schools Behaviour and Discipline policy should be referred to.

In considering whether or not a referral to Children's Services is appropriate, the headteacher may seek advice from the Chair of Governors, the South Gloucestershire LADO (Local Authority Designated Officer) and human resources advisers. Parents should also be advised of their independent right to make a formal complaint to the Police. Temporary and visiting staff will be subject to the same procedures. Where there is an allegation against the headteacher, the Chair of Governors will inform the South Gloucestershire Safeguarding Manager. The governor will not play any part in any subsequent child protection investigation.

Staff who are formally disciplined for the mistreatment of pupils (or resign before disciplinary action can be completed), will be notified to the Independent Safeguarding Authority.

Records

Brief and accurate notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. The agreed school format will be followed [see Appendix for 'The Safeguarding Cause for Concern Form'] and recorded on CPOMS [if teacher, teaching/reading assistant or senior leader]. LBSs will record a hard copy before submitting to the DSL who will record incident on CPOMS. This information may be shared with other agencies as appropriate. Parental consent will be sought before making a Child in Need (S17) referral to Children's Social Care (Children's Services). If consent is withheld, consideration will be given to the potential impact of this for the child and to the need for a child protection referral (S47), which does not require parental consent. The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".



Child protection records are not open to pupils or parents. Child Protection records are kept securely by the DSL and separately from educational records. They may only be accessed by the Designated Person, their Deputy and the senior leaders of the school. Referrals made to Children's Services under the South Gloucestershire Safeguarding Children Board will be recorded on a Single Service Referral form, with copies sent securely to Children's Social Care.

The Chair of Governors is: Leigh Hammond (Contactable through the School Office)

Children Missing from Education

If a pupil is withdrawn from the school having not reached the normal date of transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted, and to ensure that their educational records are sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to Social Care in order that they might make further enquiries. If this school receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department. A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the Local Team Manager in the Integrated Child Support Service.

All additions to or deletions from the school roll will trigger the completion of a Common Transfer File (CTF) which will be downloaded to the appropriate database via the S2S system. Where an onward destination cannot be determined and the pupil is of compulsory school age, the CTF will be downloaded to the Lost Pupils' Database.

The content of Child Protection Conference or Review reports prepared by the school will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parents/carer in advance of the meeting.

The school will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility, someone acting with their written consent, or with the parents' verbal consent.

Child Protection records will be sent to receiving schools separately and under a confidential cover.

Safety in the School

No internal doors to rooms will be locked whilst pupils are present in these areas. Entry to School premises will be controlled by doors that are secured physically or by constant staff supervision. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be



challenged by staff or reported to the headteacher or school office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police and the LA with a view to alerting other local schools through appropriate systems.

Curriculum

Staple Hill Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum leaders will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. We will encourage a culture whereby children can discuss concerns they have about themselves or their friends. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle and relationships pupils will be taught:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and wellbeing; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure;
- emotional literacy.
- through PHSE models of safe and healthy relationships. Empowering young people to make positive choices in their relationships is fundamental to them making informed decisions that protect them from exploitation.
- The Talking PANTS (Pantosaurus) NSPCC initiative for keeping children safe. NSPCC assembly for whole school and workshops for Y5/6 will take place every 3 years.

We will also work with partners to promote healthy living through the curriculum with the aim of:

- Developing a school ethos and environment which encourages a healthy lifestyle for pupils;
- Using the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- Ensuring that food and drink available across the school day reinforce the healthy lifestyle message;
- Providing high quality Physical Education and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being.
- ensuring a generation of children develop the knowledge and understanding they need to stay safe from abuse and neglect through the NSPCC Speak out. Stay safe programme delivered by specially trained staff and volunteers to help children:



- understand abuse in all its forms and recognise the signs of abuse (the term hurt is used for the KS1 assembly)
- know how to protect themselves from all forms of abuse (including online abuse) by speaking out to a trusted adult
- know how to access sources of help available to them, including our Childline service.

All computer equipment and internet access within the School will be subject to appropriate firewalls and parental controls and internet safety rules.

Working in Partnership with Parents

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of this school.

- We will use clear statements in our brochures and correspondence.
- We will involve parents and pupils in the development of Codes of Conduct and Equalities and Behaviour Management policies through parent and pupil consultations.
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- We will make parents and carers aware of local support networks and agencies where necessary through our Family Link Worker.
- We will be alert to the needs of parents/carers who do not have English as their first language.
- We will keep parents and carers informed, as and when appropriate.
- We will run workshops on how to support parents/carers with the 'Emotional Wellbeing' of their children.

The role of the Governing Body

The Governing Body has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the Named governors or the Designated Safeguarding Lead/Headteacher.

The Named Governor for Child Protection at Staple Hill Primary School is:

Jamie Lee

The Named Governors will:

- Be the link between the governing body and the school in relation to child protection
- Help the governing body ensure it fulfils its statutory duties in relation to child protection (see below)
- Help to ensure that the appropriate child protection procedures are in place and understood
- Check that staff and governors are appropriately trained
- Keep own child protection knowledge up-to-date



- Complete an Annual Report with the Designated Safeguarding Lead and provide regular updates to the governing body, as appropriate
- Check that the school has consistent ways of recording concerns, involving agencies, gathering relevant information, keeping staff informed of developments, keeping a user-friendly, up-to-date and secure filing system.

Monitoring

- This policy will be reviewed by the Staffing and Curriculum Committee and ratified by the Full Governing Body annually.
- The DSL will keep the governing body informed of general and current issues regarding Safeguarding in the school (including incidents and any policy changes) through meetings with the Named Governors for Child Protection. In addition, the DSL will report to the full governing body termly and through the school's annual report to governors.
- The headteacher, deputy headteacher and inclusion leader will meet regularly to review any Safeguarding issues which arise and any which affect school policy will be discussed with the School's Senior Leadership Team, during its weekly meetings.
- Once an incident concerning child protection is raised, the DSL will take notes and record these on CPOMS as well as indicate any actions taken and decisions made, including meetings with parents, consultations with social workers and school staff and referrals to Children's Social Care. Person's raising a concern to the DSL will be informed of the progress of the case, if appropriate. Cases are reviewed regularly and, while a case may be closed by Children's Social Care, the DSL, Safeguarding Team and school staff will still monitor the child's welfare in the future. Records will not be destroyed and will be passed on to the appropriate Designated Safeguarding Lead when the child transfers to another school.
- Staff at Staple Hill Primary School are constantly aware of the need to monitor the degree to which pupils feel safe in school. This is determined by discussion in PHSE lessons, assembly discussions, circle time, School Council meetings, pupil voice and surveys.

Complaints

All complaints arising from the operation of this policy will be considered under the School's complaint procedure, with reference to the South Gloucestershire's Safeguarding Manager, as necessary.

10 October 2016	Staffing and Curriculum Committee
24 November 2016	Ratified by FGB
19 December 2017	Arwa Said
	Staffing & Curriculum Committee
	Ratified by FGB
15 th October 2018	Staffing and Curriculum Committee



	Ratified by FGB
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Review:

It may be possible to obtain this policy in large print, or translations of this document for parents/carers for whom English is not their first language. Please contact the school office.



Appendix 1: Child Abuse Signs and Symptoms

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree.

(See “Vulnerable Pupils” section in main policy.)

Sexual Abuse

- Being overtly affectionate or knowledgeable in a sexual way inappropriate to the child’s age
- Medical problems such as chronic itching, pain in the genitals, sexually transmitted diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming clingy or insecure
- Regressing to younger behaviour patterns such as thumb sucking or bringing out a discarded cuddly toy
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be “ultra-good” or perfect; overreacting to criticism

Physical Abuse

- Unexplained recent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for PE/swimming
- Bald Patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact – shrinking back if touched

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-deprecation (“I’m stupid, ugly, worthless, etc.”)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain (“I deserve this”)
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Note: *A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.*



Appendix 2: FGM Signs and Symptoms

For full information on this, follow this link to the NSPCC website guidance page:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signssymptoms-and-effects/>



APPENDIX 3: Guidance on receiving a disclosure

In order to bring about change for the child and his/her situation, it is essential that the guidelines below are followed.

It is important to remember that the child has chosen you, as a trusted adult, and a person they can confide in, so they will expect your support.

The “DO” list

- Be accessible and receptive
- Listen carefully and ask open questions to clarify (e.g. who, what, when, where, how)
- Take it seriously (e.g. this is very serious. I’m sad that this has happened to you)
- Reassure the child that it was not their fault.
- Negotiate getting help (Tell the child you are going to get help for them and their family. Prepare them for the fact that you must involve others to get this help)
- Explain that you cannot personally protect them but will support them in telling the right people to make sure it doesn’t happen again. Make sure the child is clear that you cannot promise unconditional confidentiality.
- Report all your suspicions or disclosures immediately.
- Make careful records of what was said immediately using the child’s own words and including the questions you have asked.
- Keep handwritten notes [on an official Safeguarding Cause for Concern Form] confidential and submit this to the Designated Safeguarding Lead or record immediately to CPOMS, if appropriate. Urgent safeguarding concerns should be directed immediately to the DSL or Safeguarding Team.

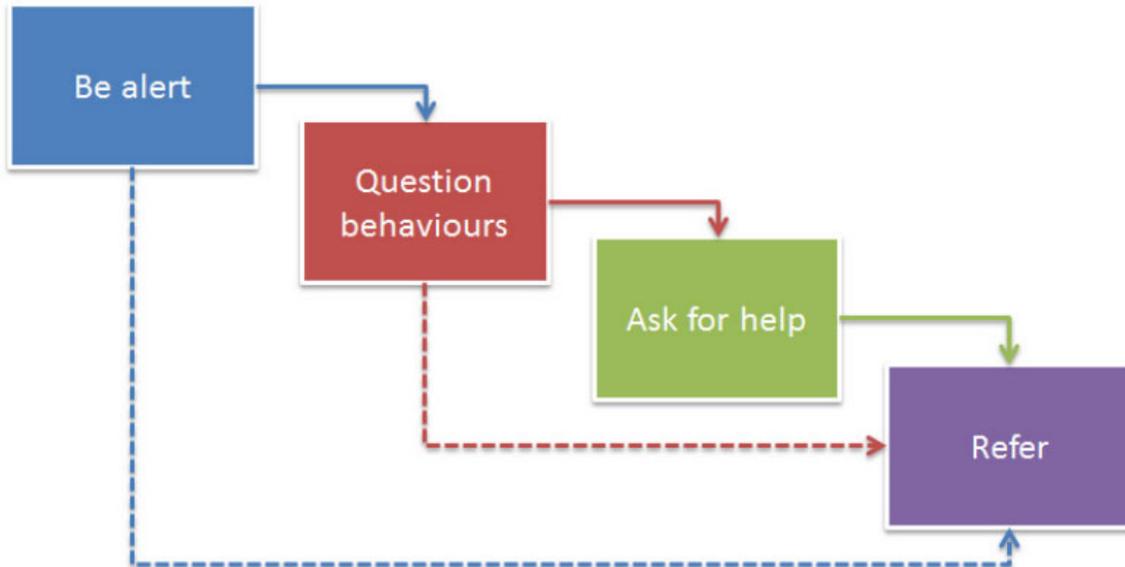
The “DO NOT” list

- DO NOT jump to conclusions.
- DO NOT try to get the child to disclose. Let the child talk and ask only the questions you need to know to clarify immediate safety. The child should not be repeatedly interviewed and the Police /Social Services interview will form the basis of evidence needed to protect the child.
- DO NOT speculate or accuse anybody.
- DO NOT ask leading questions whatsoever. (e.g. Was it Daddy/Mummy? Or any questions requiring a yes/no answer.)
- DO NOT make any promises you cannot keep.
- In order to bring about change for the child and his/her situation, it is essential that the above guidelines are followed.
- It is important to remember that the child has chosen you, as a trusted adult, as a person to confide in – they will expect your support.



APPENDIX 4: Referral Flow Chart

24. There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.



25. It may not always be appropriate to go through all four stages sequentially. **If a child is in immediate danger or is at risk of harm, you should refer to children’s social care and/or the police.** Before doing so, you should try to establish the basic facts. However, it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation.

26. You should record, in writing, all concerns and discussions about a child’s welfare, the decisions made and the reasons for those decisions.



APPENDIX 5: FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



APPENDIX 6: SHPS Safeguarding Cause for Concern Form



Appendix 7: Training History for SHPS Staff and Governors

Name	Role	Training	Date
Sharon Bolt	Designated Safeguarding Lead	Safer Recruitment CP Signs of Safety	8/12/17
Arwa Said	Acting HT/Deputy HT	Child Protection Level 2 [2 days] Safer Recruitment Training for Schools [2 days] Social, Emotional & Mental Health Conference Safer Recruitment Refresher CP & Safeguarding Awareness Online Safety Live-SGlos Briefing Child Protection Update Health & Safety Management in Schools	Feb 2008 Mar 2011 19/05/15 22/03/16 1/09/16 22/09/16 3/02/17 15/10/17
Ross Newman	Executive HT	Safer Recruitment CP Update	
Alison Dawes	Family Link Worker	Signs of Safety	8/12/17
Janine Jenkins	KS 1 TLR	Safer Recruitment	
Jamie Lee	Safeguarding Link Governor		
Denise Knight	Governor		