

Blakeney Primary School

Pillowell Primary School

Walmore Hill Primary School

Safeguarding Policy

Date of Ratification:		Signed: Brett Stevenson (HEAD TEACHER) Stephen McMillan (CHAIR OF GOVERNORS) John Henry (CHAIR OF GOVERNORS)
Review date:		Signed: Brett Stevenson (HEAD TEACHER) Stephen McMillan (CHAIR OF GOVERNORS) John Henry (CHAIR OF GOVERNORS)
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Blakeney, Pillowell and Walmore Hill schools are known as The Partnership, for the purpose of this document

Safeguarding Statement

At The Partnership we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at our schools. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Introduction

At The partnership, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We recognise that effective safeguarding of children can only be achieved by putting children at the centre of the system and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with: Keeping Children Safe in Education 2018

The Governing Body is accountable for ensuring that The partnership has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State, any LA guidance and locally agreed interagency procedures.

The Governing Body will consider whether children have any specific safeguarding needs in addition to those covered by guidance. This responsibility will be delegated to the SLT on a day to day working basis.

Individual governors do not have an automatic role in dealing with individual cases of abuse, or a right to know details of such cases (except when exercising their disciplinary functions in respect of allegations against a member of staff).

This policy should be read in conjunction with Keeping Children Safe in Education Statutory Guidance for schools and colleges 2018 (live document can be found online at gscb.org.uk).

Aims

The aims of this policy are to:

- Confirm that the pupils development is supported in ways that will foster security, confidence and independence;
- @ Raise the awareness of teachers, nonteaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- * Confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse;
- @ Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities;
- * Emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the schools premises through extended schools or provide any other before and after school activities
- @ Emphasise the links with the schools policy for safe recruitment of staff and volunteers, and for managing allegations;
- * Confirm the working relationship with the initial contact teams and, where within safeguarding, peoples services directorate of the council, other agencies and, where appropriate with similar services in neighbouring authorities.

Commitment

Each students welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We also recognise that children who are abused or neglected may find it difficult to develop a sense of selfworth and to view the world in a positive way and whilst at The Partnership, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all of our students.

Safeguarding relates to:

- Staff Conduct
- Curriculum
- Managing allegations against staff
- * Attendance
- * Safe recruitment and selection
- * Whistle blowing
- * Health and safety
- * Behaviour management
- * Managing building design
- * Child Protection
- * Educational visits
- * ESafety
- * AntiBullying

Note: This list is not exhaustive.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

Child abuse can take a variety of forms:

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. They may be abused by an adult or adults or another child or children.

Physical abuse involves: hitting, slapping, kicking, misuse of medication, undue restraint, 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.

Sexual abuse involves: forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes noncontact situations such as viewing child abuse images.

Emotional abuse involves: persistent emotional ill treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved.

Neglect: and acts of omission are also a form of abuse. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services).

Child Sexual Exploitation (CSE): Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and GROUPS.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Responsibilities

The Federation Governing Body will ensure that the school:

- * Has appointed an individual member of the governing body to be the nominated Safeguarding/Child Protection Governor to champion child

protection within the school, liaise with the Head Teacher about it and provide information and reports to the governing body when appropriate.

- * The trained link governor(s) for child protection who will attend training updates every three years.
- * Will ensure that the school has an up to date child protection policy and procedures in place, operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with GSCB procedures
- * Monitors adequate resources committed to child protection, and the staff and governor training profile.
- * At least one member of an appointing panel will have attended safer recruitment training.
- * Recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- * Has the child protection policy available to give to parents on request.
- * Allows this policy and practice to complement other policies e.g. Anti bullying, health and safety, drug, to ensure safeguarding.

The Headteacher will ensure that:

- * The policies and procedures adopted by the Governing Body are followed by all staff.
- * Ensures that the school keeps an up to date single central record.
- * Designated staff review the six monthly updates of the GSCB procedures
- * Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multiagency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- * A list of all staff and volunteers, and their safeguarding training dates is maintained.
- * All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.

The trained designated officers are:

Brett Stevenson- Head Teacher
Gemma Davis and Tracey Bees
Assistant Head Teachers

They will:

- * Attend child protection training and updates every two years.
- * Be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

- * Liaise in accordance with the GSCB procedures when referring a pupil where there are concerns about possible abuse or harm, and where there are concerns about a member of staff being involved contact the local authority designated officer (lado)
- * To be able to access the contents of the GSCB procedures and keep staff updated and make these accessible to all staff.
- * Ensure all staff, including supply teachers, visiting professionals working with pupils in the school are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children and the procedure for reporting concerns.
- * Ensure all staff are aware of how to report their concerns/suspicions and how to receive, record and report disclosures.
- @ Provide support for staff who attend strategy meetings and/or case conferences.
- * Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.
- @ Ensure involvement of other designated leads e.g. Where there are concerns about a pupil who is looked after
- * ensure that written records of concerns are kept, even if there is no immediate need for referral;
- @ All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils other files, and accessible only by the Head Teacher and designated lead.
- @ Pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- * That if the pupil has a child protection plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted.
- * Where there are existing concerns about a pupil, and they transfer to another school, information is forwarded under confidential cover and separate from the pupil's main file to the designated officer for child protection in the receiving school.

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All staff, teaching and nonteaching, volunteers and others working in school need to:

- * Be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies.
- * Can make their own referral to children's social care.
- * Be alert to signs and symptoms of harm and abuse
- * Know how to respond to their duty when they have concerns or when a pupil discloses to them and to act within the confidentiality policy.
- * Know what and how to record concerns.

- * Undergo child protection training which is updated regularly, in line and with advice from GSCB (whole staff training every three years)
- * Maintain an attitude of 'it could happen here'

All new members of staff will be given a copy of the Blakeney Child Protection and Safeguarding Procedures as part of their induction.

Reporting concerns to the designated leads.

Any concern must be discussed in the first instance with one of the designated leads as soon as possible, at least by the end of the morning or afternoon session of that day. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Any member of staff can do this.

Immediate response to the pupil

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

Listen to the pupil, if you are shocked by what is being said, try not to show it. It is ok to observe bruises but not to ask a pupil to remove their clothing to observe them.

If a disclosure is made:

- * Accept what the pupil says;
- * Stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is our role to listen, not to investigate
- @ Use open questions such as "is there anything else you want to tell me?" Or "yes, no, and then?"
- * Be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
- * Acknowledge how hard it was for the pupil to tell you
- * Do not criticise the perpetrator, the pupil might have a relationship with them
- @ Do not promise confidentiality, reassure the pupil that they have done the right thing, explain you will have to tell Mr Stevenson or deputy safeguarding lead and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

Recording information

Make some brief notes at the time or immediately afterwards of what the child said and the adult response; record the date, time, place and context of disclosure

or concern, facts and not assumption or interpretation. On the note of concern a proforma is available in the staff handbook. If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow. Note the nonverbal behaviour and the key words in the language used by the pupil (try not to translate into proper terms). It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral. A written referral is needed within 24 hours of the referral call.

Supporting Pupils

The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self blame.

We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

The school will support all pupils by:

- * Discussing child protection cases with due regard to safeguarding the pupil and his or her family
- * Supporting individuals who are or thought to be in need or at risk in line with SSCB procedures
- * Encouraging selfesteem and selfassertiveness
- @ Challenging and not condoning aggression, bullying or discriminatory behaviour
- * Promoting a caring, safe and positive environment.
- * If needed involve appropriate supportive agencies.

Confidentiality

A pupil's views will be considered by the designated officer in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality

All staff understand that they need know enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. Designated Officers Brett Stevenson and the deputy heads will disclose information about a pupil to other

members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- * They cannot promise a pupil complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- * Where there are concerns about a pupil's welfare. Relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

Working with Parents / Carers

Parents and carers play an important role in protecting their children from harm. In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement when making referrals. Where there are any doubts, the designated lead should clarify with Initial Contact Team, whether, and if so, when and by whom, the parents should be told about the referral.

The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues, and about consenting to that.

Children should expect to have their views heard, to have a stable relationship with professionals built on trust and for consistent support provided for their individual needs

The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

Protecting children from radicalisation

See separate Prevent policy

Our school promotes tolerance and harmony between different cultural traditions. We teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensures that when political or controversial issues are

brought to pupils' attention, they are offered a balanced presentation of opposing views.

Expression of extremist views by anyone in school will not be tolerated. We expect staff to encourage pupils to respect the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As a school if we feel children are being abused through extremism we will consult in the normal way with Gloucestershire Safeguarding Team as well as seeking advice as to whether to initiate a referral to the Prevent Team.

Government guidance on radicalisation is followed; this is available for all staff in the Safeguarding section of GSCB.

Prevention in the Curriculum

The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

At The partnership we follow the Gloucestershire Pink Curriculum for PHSE. for PSHE. The programme in EYFS, KS1 and KS2 provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- * Safely explore their own and others' attitudes
- * Recognise and manage risks in different situations and how to behave responsibly
- * Judge what kind of physical contact is acceptable and unacceptable
- * Recognise when pressure from others (including people they know) threatens their personal safety and wellbeing and develop effective ways of resisting pressure; including knowing when and where to get help
- * Use assertiveness techniques to resist unhelpful pressure.
- * Be aware of how to keep themselves safe in relation to internet safety.

Handling allegations against staff

See separate Allegations management policy

Child abuse may be physical, sexual or psychological. Whilst child abusers may be relatives or friends of the family, some meet children in other contexts. A small minority of these may gain access to children in schools as teachers, support staff or through voluntary involvement in school activities.

Pupils should not feel inhibited from reporting abuse against them by staff or volunteers. Any incident where a pupil has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour should be reported. The Head Teacher and staff will continue to do all they can to ensure that the environment within The Partnership encourages pupils and staff to make truthful reports of any inappropriate behaviour.

Handling allegations, particularly serious ones, is a complex and delicate process. All allegations will be taken seriously. The Chair of the Governing Body will work with the Head Teacher (unless the allegation concerns the Head Teacher in which case responsibility will transfer to the Assistant Head Teacher) and LA officers to confirm the facts about individual cases and to reach a joint decision on the way forward in each case.

In cases where allegations have been substantiated, the chair will work with the LA designated officer and Head Teacher to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

School staff will not investigate CaSeS of suspected abuse themselves. That is the responsibility of the police and the LA children's social care department. However, schools can be the very first link in the chain as they are largely in the lead on the identification of pupils suffering from abuse or neglect and referral of cases to children's social care.

The Partnership will cooperate fully with police and children's social services in any child abuse investigations.

Recruitment

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good interagency cooperation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake. For further details please see our safer recruitment policy.

Volunteers

We ensure that all volunteers or visitors that work at The Partnership will have an up to date DBS check. Everyone coming into school will be briefed on the school safeguarding policy and asked to read Part 1 of Keeping Children safe in Education 2018

Professional Development

The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have child protection training that equips staff to recognise and respond to pupil welfare concerns.

As the governing body might be required to act collectively, the Governing Body will encourage all governors to undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

A report of the school's training needs assessment is presented to the governors in the Autumn Term so that they can ensure that training is appropriately provided

The training in the last 3 years undertaken by staff and governors to ensure their

knowledge and skills are up to date includes:

A training register to indicate when staff and Governors have been trained and at what level, is maintained in the school office and is monitored by the School administrator. This is also regularly updated and monitored by the child protection officer; this informs the annual report to Governors.