



REDLAND SCHOOL SAFEGUARDING AND CHILD
PROTECTION POLICY

Redland Primary School Safeguarding and Child Protection Policy

Redland Primary School fully recognises its responsibilities for Safeguarding and child protection.

Policy agreed (date):	September 2019
Policy published (including on website) (date):	September 2019
Next review (date):	September 2020

Key Safeguarding Personnel

Role	Name	Tel.	Email
Head teacher	Veronika Joy	01249651623	vmj@redland.wilts.sch.uk
Designated Safeguarding Lead (DSL)	Veronika Joy	01249651623	vmj@redland.wilts.sch.uk
Deputy DSL(s) (DDSL)	Rachel Griffiths	01249651623	senco@redland.wilts.sch.uk
Nominated Governor	Rachel Glover	01249651623	rmg@redland.wilts.sch.uk
Chair of Governors	Gerard Hilderly	01249651623	gah@redland.wilts.sch.uk
Whistle blowing Governor	Paul Hoy	01249651623	prh@redland.wilts.sch.uk
Designated Teacher for Looked After Children	Rachel Griffiths	01249651623	senco@redland.wilts.sch.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2019)

Children's Social Care referrals: Multi-Agency Safeguarding Hub (MASH): Out of hours:	0300 456 0108 0300 456 0100
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If you believe a child is **at immediate risk** of significant harm or injury,
you **must** call the police on 999.

Introduction

Redland Primary School is committed to safeguarding and promoting the welfare of children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2019)
- The procedures of the Safeguarding Vulnerable People Partnership (SVPP- formerly WSCB)
See Appendix 1 for the legislative framework and key documents on which this policy is based

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Behaviour policy
- Equality Statement
- Sex and relationships Policy
- Health and Safety policy
- Whistleblowing policy
- Teaching and Learning policy
- Code of Conduct
- SEND policy
- E-safety Policy

This policy applies to all staff in our school.

For the purposes of this policy:

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- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 and 5 of the latest version of Keeping Children Safe in Education (KCSiE 2019).

Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements.

Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Child protection and safeguarding training Code of conduct D/DSL training KCSiE Part 1 and 5 Looked After Children (LAC) Online safety training for staff Prevent Staff training Whistleblowing	Child voice Children Missing out on education and Children Missing Education (CME) Staff conduct Dealing with a child at immediate risk Early help (CAF) Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Child on child sexual violence and harassment Reporting abuse /WSC procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review and audit	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

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Allegations management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against staff and the Headteacher.

Audit

The annual safeguarding audit will be completed by the Headteacher and DDSL. The nominated governor (NG) for safeguarding will liaise with the Headteacher and the D/DSL when completing the audit and before it is returned to the local authority.

Safer Recruitment

Our governors monitor the school's safer recruitment practice.

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE.

At Redland Primary School, we scrutinise all applications for paid posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of whether the essential checks as set out in KCSiE, have been carried out or certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

Volunteers to the school are subject DBS checks before being allowed to start volunteering.

Code of conduct (for safer working practice)

Redland Primary School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil and staff/parent relationships
- professional conduct in and outside of school
- communications including the use of social media

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Visitors

All visitors sign in and out on an electronic system called Entry-sign and wear a school ID lanyard. They are provided with key safeguarding information including the contact details of safeguarding personnel in school on their first visit.

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Scheduled visitors in a professional role (e.g. a member of Wiltshire Council team / fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety and use of social media
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Early help

At Redland School all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool (DART) as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2019) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 and 5 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2019).

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom, adult cloakrooms and other areas within the school for easy reference.

All staff adhere to staff DOs and DON'Ts when concerned about abuse or when responding to a disclosure of abuse (Appendix 2)

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All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the Redland School Concern Record form (Yellow). It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. If there is significant concern or ongoing worries then the D/DSL will seek advice by ringing the MASH for advice. (Appendix 3)

During term time, the DSL and/or a DDSL is always available, during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express their views openly and will have their views taken seriously.

Missing children and children missing education

The registers are checked after registration. If a child is absent and a call has not been received from the parents then an initial text will be sent requesting that they contact school. This will be followed by phone call if no reason is received. Any unknown absences will be raised with the D/DSL

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The D/DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

Special Education Needs and Disability (SEND)

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

In our school, pupils with SEND are encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

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FGM

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Private Fostering

Private fostering arrangements may occur for a range of reasons. When we become aware that a pupil is being privately fostered, we will remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly or through contact with MASH. If we are unsure as to whether the circumstances of a child's residency constitute private fostering or need further investigation we will seek advice from MASH.

Peer on Peer abuse and child on child sexual violence and harassment

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting
- 'up skirting' or any picture taken under a person's clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer on peer abuse, will be supported through the school's pastoral system and the support will be regularly reviewed.

We minimise the risk of peer on peer abuse by providing:

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, specifically this year pupils will be taught for the first time that 'up skirting' is now a criminal offence.
- Established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The D/DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

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Preventing radicalisation

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a referral to the Channel programme or to the MASH.

Serious violence

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs that pupils may be at risk of getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Off site visits and exchange visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers. Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate

Record keeping and information sharing

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance. (SVPP website and Wiltshire Right Choice website)

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

The school will:

- keep clear written records of all pupil safeguarding and child protection concerns using a safeguarding concerns record form (yellow), with a body map, including actions taken and outcomes as appropriate.
- ensure all pupil safeguarding and child protection records are kept securely in a locked location in accordance with GDPR and school regulations

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- ensure the records incorporate the wishes and views of the pupil if appropriate

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if a child's situation does not appear to be improving or if they do not feel a decision is right. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Head teacher.

If a staff member feels unable to raise an issue with Head teacher or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the governing body: Paul Hoy, appointed Whistle-blowing Governor (prh@redland.wilts.sch.uk) or Gerard Hilderly, Chair of Governors, (gah@redland.wilts.sch.uk)

Managing allegations against adults

Redland Primary School follows the procedures set out in out by the SVPP 'Allegations Management Policy'.

Where anyone in the school has a concern about the behaviour or an adult who works or volunteer at the school, they must immediately consult the Headteacher/Principal who will refer to the Designated Officer for Allegations (DOFA).

Any concern or allegation against the Headteacher/Principal will be reported to the Chair of Governors without informing the Headteacher/Principal.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

All members of staff and volunteers have read, signed to confirm they have understood the school's Staff Code of Conduct (for safer working practice).

Training

Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – Redland School Code of Conduct
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities with the D/DSL
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Foundation training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return either through face to face training or through online training.

In addition, all staff members receive safeguarding and child protection updates (for example via staff meetings, email and online update training) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary. Safeguarding is an agenda item on all staff meetings.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g.: via e-bulletins or safeguarding fora with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Prevent

All staff receive Prevent training as a part of ongoing safeguarding and child protection training and updates.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff providing an opportunity to talk through the challenges of this aspect of their role with the D/DSL and to seek further support as appropriate.

Governors

Governors undertake the school's Induction programme. They may choose to complete face to face training for governors provided by Wiltshire Council. In addition, governors may choose to attend whole school safeguarding and child protection training.

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Monitoring and review

Governors ensure that safeguarding is an agenda item for full governing body meetings.

The head teacher ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor and the DSL have termly contact to monitor the effectiveness of this policy and updates to school safeguarding needs.

Policy adopted September 2019

Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Sexual violence and sexual harassment between children in schools and colleges (2017) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

Appendix 2

DOs and DON'Ts
When responding to a disclosure of abuse

DO:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully.**
- use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **tell** the child what you are going to do next.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible

DO NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking.
- ask the pupil to write an account.
- interview the pupil and try to investigate the allegation yourself.
- ask another adult to witness the disclosure.
- promise confidentiality eg say you will keep 'the secret'.
- approach or inform the alleged abuser.