

Oldfield Park Infant School



Child Protection and Safeguarding Policy

Reviewed: **November 15th 2018**

Next review: **November 2019**

Signed: _____

Name: _____

Oldfield Park Infant School Child Protection and Safeguarding Policy

Introduction

This policy applies to all adults, including volunteers, working in or on behalf of the school. This policy should be read in conjunction with the Code of Conduct for Staff, Governors, Trainees and Volunteers and *Keeping Children Safe in Education 2018*.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting

Oldfield Park Infant School is committed to safeguarding and promoting the welfare of all of its pupils; each pupil's welfare is of paramount importance.

AIMS

This school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, *Keeping Children Safe in Education* and *Working Together to Safeguard Children*. We comply with this guidance and the procedures set out by Bath and North East Somerset Local Safeguarding Children Board.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- South West Child Protection Procedures (SWCPP) www.swcphp.org.uk
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) Regulations 2009 (and 2018 amendment) and Childcare Act 2006, which set out who is disqualified from working with children

Oldfield Park Infant School takes its responsibility seriously to protect and safeguard the welfare of the children and young people in its care.

The Safeguarding policy should be read in conjunction with other relevant policies:

- Positive Handling Policy
- Anti-bullying Policy
- Children Missing from home and education/Attendance Policy
- Health and Safety Policy
- Behaviour Policy
- Exclusions
- Equal Opportunities & Inclusion Policy
- PHSE Policy
- Online Safety
- Educational Visits Policy
- Medical Needs Policy
- Lone Working Policy
- Acceptable use Policy
- Managing Allegations Policy
- Whistle Blowing Policy
- PAT Code of Conduct

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

For children with SEN and disabilities, their SEN or disability needs may be seen first, and the potential for abuse second. If a child is behaving in a particular way, looking distressed or their behaviour or demeanour is different from in the past, staff should consider this being a sign of potential abuse and not as part of their disability or their special educational needs. Children with SEND have a higher risk of being isolated from their peers and they are disproportionately affected by bullying. Therefore all staff must be aware of the potential for abuse and must report any concerns immediately to the Designated Safeguarding Lead.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- Were previously looked after
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers, trainees and governors in the school and is consistent with the procedures of Bath and North East Somerset Local Safeguarding Children Board. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2018, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the PAT Code of Conduct, the Behaviour Policy, the safeguarding response to children who go missing from education (Attendance Policy) and the role of the designated safeguarding lead (DSL)
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM (female genital mutilation), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.

The designated safeguarding leads (DSLs)

Our DSLs are Claire McMurtry (Headteacher) and Peter George (Deputy Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSLs will be available for staff to discuss any safeguarding concerns. The DSLs have provided staff with their mobile telephone numbers for any out of hours concerns.

The DSLs will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff to make such referrals directly where required

The governing body

The governing body will hold the Headteacher to account for its implementation and review this policy annually.

The Safeguarding Governor is Ali Paul and she will monitor the effectiveness of this policy in conjunction with the full governing body and act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.

The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in any *Safer Recruitment in Education Guidance* and *Keeping Children Safe in Education 2018*.

The school will complete the school safeguarding annual audit, in partnership with the designated Governor for Safeguarding. A copy of this report will be sent to the Head of Safeguarding on completion.

The governing body will ensure that weaknesses identified within the annual school safeguarding audit through on-going monitoring of child protection procedures or via other sources, are addressed explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions.

The designated governor for child protection will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff and up-dated annually.

The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSLs have appropriate time, funding, training and resources, and that there is always adequate cover if the DSLs are absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable

Volunteers

As staff we will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity (any activity which involves contact with children and is of a specified nature or in a specified place)
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought
- As well as completing any necessary DBS application form, volunteers will also be required to read and sign the "Volunteer Agreement", which sets out the school's expectations of volunteers and asks volunteers to confirm they have received a copy of this policy. Volunteers will also be required to read and sign a copy of this policy.

Confidentiality

- Timely information sharing is essential to effective safeguarding
- Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests

- Confidentiality is also addressed in this policy with respect to record-keeping, and allegations of abuse against staff

Recognising abuse and taking action

Oldfield Park Infant School will ensure that all staff and volunteers undertake regular, up-to-date training to gain awareness of the signs and symptoms of child abuse.

Concerns about a child's safety may come to light in a number of ways. For example:

- a child alleges that abuse has taken place or that they feel unsafe;
- a third party or anonymous allegation is received;
- a child's appearance, behaviour, play, drawing or statements cause suspicion of abuse and/or neglect;
- a child reports an incident(s) of alleged abuse which occurred some time ago;
- a report is made regarding the serious misconduct of a member of staff/volunteer towards a child.

Types of Abuse

All staff must ensure they have familiarised themselves with the following definitions:

Neglect: is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, anal or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond the child's developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Female Genital Mutilation

The DSLs will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Staff will follow the procedures set out if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

The girl's family having a history of practising FGM (this is the biggest risk factor to consider)

- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - o Having a mother, older sibling or cousin who has undergone FGM
 - o Having limited level of integration within UK society

- o Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- o Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- o Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- o Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- o Being unexpectedly absent from school
- o Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils’ behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves

- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSLs.

Staff should always take action if they are worried.

Procedures to follow in the event of a safeguarding issue

If a child is in immediate danger

Make a referral to children’s social care and/or the police immediately if a child is in immediate danger or at risk of harm. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly.

If a child makes a disclosure to you

- If a child discloses a safeguarding issue to you, you should:
- Listen to and believe them.
- Allow them time to talk freely and do not ask leading questions. Remember the acronym TED – Tell me, Explain to me, Describe to me.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child’s own words using our ‘Safeguarding – Incident Report Form’. Stick to the facts, and do not put your own judgement on it.
- Sign and date the record and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly, and tell the DSL as soon as possible that you have done so.

If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

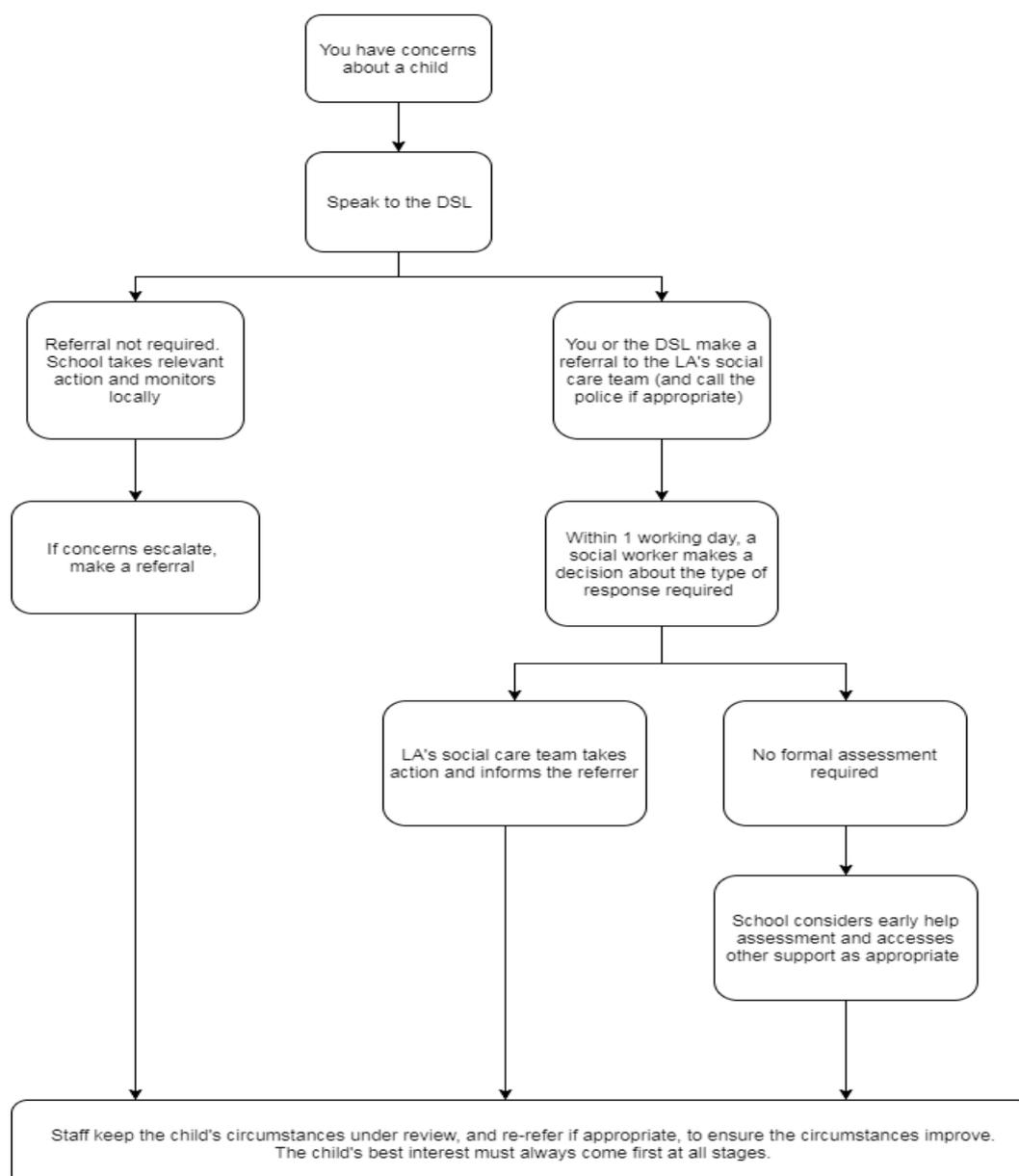
The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM must speak to the DSL and follow our local safeguarding procedures.

If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.



You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), physical abuse, sexual violence and sexual harassment, gender based violence, sexting, and so-called initiation ceremonies. Staff should be clear as to the school policy and procedures with regards to peer on peer abuse. (see Behaviour Policy). We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Safeguarding concerns would arise where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL may put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially - the school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened

to and heard and what steps can be taken to protect them from harm. Through the PSHE curriculum, school assemblies and through outside visitors we inform children how they can keep themselves safe.

- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Procedures for referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

Oldfield Park Infant School recognises that it has a duty to act on reports or suspicions of abuse. It also acknowledges that taking action in cases of child abuse is never easy. However Oldfield Park Infant School believes that the safety of the child should override any doubts or hesitations. When worrying changes are observed in a child's behaviour, physical condition or appearance, staff will follow the steps outlined below:

- 1) Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead (Claire McMurtry) or Deputy Designated Safeguarding Lead (Peter George). In the absence of the above, the matter should be brought to the attention of the most senior member of staff
- 2) The Designated Safeguarding Lead will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone on 01225 396312/313 or for out of hours referrals inform the Emergency Duty Team on 01454 615165.
- 3) Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the form marked C2 within a maximum of 48 hours, ideally 24 hours.

Essential information will include the pupil's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.

- 1) The referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the CAFAIT team. If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker. The relevant Social Worker will advise the school when, and by whom, parents will be informed.
- 2) Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- 3) Referrals for Alleged Perpetrators of Sexual Abuse – Where a pupil is being investigated by the police for allegedly committing sexual offences and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator. The CAFAIT will advise whether or not a C2 needs to be completed by the school.

Equality Incident Report Form

As part of the work of the Anti-Bullying Strategy Group, a Serious Equality Incident Report Form (SEIRF) has been developed for recording incidents involving children and young people (CYP). The form is accompanied by a guidance handbook (updated March 2017).

This form is relevant to all CYP settings. It covers all of the protected characteristics of the Equality Act 2010 and can capture racist, homophobic, biphobia, transphobic and disability related incidents; and in addition it captures serious incidents relating to other vulnerable groups, such as children in care.

All concerns must be reported using the Equalities Incident form available at:

<http://www.bathnes.gov.uk/services/your-council-and-democracy/equality-and-diversity/children-and-young-people-serious-equalit>

Early help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSLs will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Managing allegations made against a member of staff or volunteer/concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the Headteacher. If you have concerns about the Headteacher, speak to the Chair of governors.

You can also discuss any concerns about any staff member or volunteer with the DSLs.

If, after speaking to the above, you still have concerns, you should speak to the DSL for our Academy Trust, Mr Tim Withers CEO.

Oldfield Park Infant School will follow the local Managing Allegations Protocol available on The Hub and the LSCB website or the South West Child Protection Procedures for managing allegations against staff.

The school will contact the Local Authority Designated Officer (LADO) Fran Hepden, on 01225 396810. Or, in the LADO's absence, Head of Safeguarding on 01225 396339. The LADO must be notified within one working day.

The LADO will co-ordinate, record notes and advise on the appropriate action to be taken.

Staff/volunteers must report an allegation about a member of staff immediately to the DSL in the school or the Headteacher then proceed as above. Where the allegation is against the Headteacher, the member of staff/volunteer must either contact the Chair of Governors or the LADO, above. If contacted with regard to an allegation against the Headteacher, the Chair of Governors will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection allegations against the Headteacher', and contact Hestor Edmond Senior HR consultant for consultation (or one of the other Senior HR Consultants). An allegation must not be discussed with the alleged perpetrator or other members of staff/governors, unless advised to do so by a LA designated officer. (See revised guidance in Keeping Children Safe in Education 2018).

The school is legally obliged to make a referral to the Disclosure and Baring Service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children.

Whistle Blowing

The school has a Whistle Blowing Policy which is reviewed annually and allows any staff member or visitor to raise concerns about a member of staff or the organisation, anonymously. This is available on the school website.

Practice and Procedures

Record Keeping

Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible on our Safeguarding – Incident Report Form, noting what was said or seen, putting the event into context, and giving the date, time and location. Body outline templates are to be used to record any suspected physical harm. All records must be dated and signed and discussed with the DSL. Where staff have observed injuries to a child, these should be recorded, with some indication given about the size of the injury. Staff should not take photographs of injuries.

Any hand-written records will be retained, even if they are subsequently rewritten onto our Safeguarding – Incident Report Form.

Records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to CAFAIT consideration should be given to the appropriateness of completing a CAF and making a referral for a Team Around the Child meeting.

All records relating to child protection will remain confidential. They do not form part of the pupil's educational records and must be kept separate from other records.

The quality of child protection records will be monitored by the Headteacher.

Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records. The Designated Safeguarding Lead will also telephone the Headteacher or designated person for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred.

Oldfield Park infant School is committed to ensuring all information regarding safeguarding children is confidential. All adults working within the school are fully aware they must never discuss concerns about a child outside school.

New Intake/Absences

In the event that a child is absent from school, the school secretary will immediately contact parent/carer to ascertain the reason for absence. When children are persistently absent or there is a pattern of absence, a Designated Safeguarding Lead should be informed. If a child has below 85% attendance this is referred to *Child Missing Education Services*.

When new children arrive, the school secretary will immediately contact their previous school and request their personal file.

Safer Recruitment

As recommended by the Bichard Enquiry, as part of our interview process, candidates will be questioned on safeguarding children. All appointed staff / volunteers will have DBS (Disclosure & Barring Service) check prior to working at Oldfield Park Infant School. No adult can work with children without a completed DBS check or Risk Assessment. In the event of clearance not being given before the start of a contract, a Risk Assessment will be carried out by the Headteacher (as advised by B&NES). Completed DBS form and relevant identification is processed by the School Business Manager for all contracted payroll staff. The School Secretary for Governors; Volunteers & Local Authority Staff and Contractors & Visiting Staff. Once DBS clearance has been received from B&NES the SCR is updated

on the *Single Central Record spreadsheet* which is held securely online with restricted access and password protected. Pre-employment checks are processed by BaNES, People Services.

The school retains a hard copy of the B&NES Local Authority's Compliance Statement for Safeguarding and Vetting checks signed, checked and reviewed by Strategic Director, People & Communities. (This document can be found on the Intranet > Human Resources > Schools Secure Area > Schools Documents & Policies > LA Compliance Statements > Children's Services Document). All schools should connect to the BaNES HR intranet for the latest policies, guidance and safer recruitment forms.

Visitors to the school

To ensure all children are safe in the school environment, all visitors, including contractors, working in the school must show photo ID and sign the visitor's book indicating that they have read and understood the school's safeguarding statement. They are given a copy of our Safeguarding leaflet and are monitored during the school day by a designated member of staff.

Parental Involvement

This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils.

Parents/carers will be made aware of the school's Safeguarding policy via the school prospectus and initial meetings with parents of new pupils. Parents will also be made aware of how they can access the full Safeguarding policy on our school website.

Concerns will be discussed with parents/carers. Where a referral is needed, the designated person should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. However, a lack of agreement should not stop a referral going ahead.

We have an 'open-door' policy for children and parents / carers should they need to discuss any issues of concern.

Curriculum

Our curriculum encourages children to have a positive self-image so they can make informed choices. This is linked to the *Every Child Matters* agenda (Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution, Achieve economic well-being).

Through weekly PSHE lessons, children learn how to identify danger, understand risks and keep themselves safe. Through regular circle time activities, children are listened to and articulate their feelings and wishes in a trusted and safe environment. As part of the computing curriculum, children learn about online safety and staying safe online throughout each term.

Risk Assessments are to be completed by class teachers prior to any out of school curriculum visit. This is to ensure we keep our children safe by adopting responsible practices and dealing sensibly with risk. A copy will be stored on the T:drive in Educational Visits – Risk Assessments will be uploaded to Evolve by our EVC Peter George.

Online Safety

The Local Authority through the LCSB has an Online Safety Officer to advise staff on online safety issues, and identify training needs. The school has a designated online safety coordinator (Mr Peter George) who will have the responsibility for promoting and co-ordinating the Online Safety Policy.

Internet Use Policy

Our Responsible Internet Use/Parental Consent Form promotes responsible use of the internet by ensuring that users are responsible and safe, that they are not exposed to any damaging material and that systems are protected from accidental or deliberate misuse. They will apply to staff, volunteers, Parents and children.

The Online Safety Coordinator will:

- periodically review and update their Responsible Internet Use (RIU) policy in line with the revised B&NES Internet Policy
- ensure that every user has read and signed the RIU to say they accept the policy
- ensure all users are aware of how to report incidents
- provide advice and guidance to parents on how to protect their child at home.
- The Parental Consent Form regarding photographic images and filming is given to each parent/carer on their child's entry to school.

Training

The Designated Safeguarding Leads will receive multi-agency child protection training every 2 years (minimum as set out by the LSCB and refresher requirements set nationally i.e. every 2 years) and undertake refresher training on specific issues as required.

All staff, both teaching and support, will be provided with child protection training on a regular basis, at least every 3 years.

Temporary and supply staff will be made aware of basic information in respect of the school's child protection procedures, including the name of the Designated Safeguarding Leads.

The Designated Safeguarding Leads who have undertaken *Training the Trainers Course* will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within the school and ensure they receive appropriate training.

Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.

The Designated Safeguarding Leads will keep up to date with local and national advice and guidance on child protection, and attend such additional training as is necessary to effectively fulfil their roles.

Training records will be kept up to date by schools, recording the date, focus and level of training received by individuals.

Specific safeguarding issues

School staff can access government guidance on the issues listed below via GOV.UK and other government websites and in *Keeping Children Safe in Education 2018*, which contains important additional information about specific forms of abuse and safeguarding issues.

The full document can be found at:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keepingchildren_safe_in_education.pdf

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect we will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

The school follows the Bath and North East Somerset procedures for reporting absence/children missing from education. The school's CME Officer is jackie_watts@bathnes.gov.uk

The school has its own Attendance Policy and if staff have any concerns regarding attendance this should be brought immediately to the attention of the DLS.

Private Fostering Arrangements

Staff must immediately report to the DSL if they suspect that a pupil may be in private fostering arrangements.

Definition of private fostering:

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

Please see link for Replacement Children Act 1989 Guidance on Private Fostering:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf

Appendix 1

Safeguarding Children Contact list

Fran Hepden Deputy Safeguarding Lead for Children and Quality Assurance/LADO	01225 396810
B&NES Social Care Services (Referral and emergency duty team)	01225 396314/01225 396313 01454 615165 (Out of hours)
Children's services	01225 477000
Maggie Ward (Domestic violence social worker)	01225 396324
'New Way project' in B&NES	01225 421686
HR Resource Manager	01225 395217
CAF – CAF@bathnes.gov.uk	01225 395092

Oldfield Park Infant School
Safeguarding – Incident Report Form
HIGHLY CONFIDENTIAL

Name of child:

Class:

Name of reporting adult:

Date:

PLEASE RECORD DETAILS HERE

Give a brief description of what has prompted concerns. Include dates, times and places of any specific incidents. List any physical signs, behavioural signs or indirect sign of concern. Record any conversations that took place with the child. Use child's exact words if possible.

Add any additional information to the back of this page (if required)
Additional Information

Action Taken:

Signature Of Reporting Adult.....

SLT Signature.....

Add in Body outline template

Appendix 3

RISK assessment

Appendix 4

Escalation procedure