

Harewood Junior School fully recognises its responsibilities with regard to safeguarding and child protection and works within the updated DfE document Keeping Children Safe in Education (September, 2018), which states:

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm (Working Together to Safeguard Children, 2018).

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in Government Guidance by using at least one NCSL or NSPCC accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns, utilising the Practitioners' Helpline and referring in through the frontdoor, using the MARF Portal.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- ensure that children know that there are adults in the school whom they can approach if they are worried;
- include opportunities in all elements of the curriculum, but especially through PHSE and computing, for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out in the Gloucestershire Safeguarding Children Board handbook (www.gscb.org.uk) until the introduction of the new Local Arrangement which will replace GSCB at the end of June, 2019 and take account of the updated guidance issued by the Department for Education: Keeping Children Safe in Education, 2018 and Working Together, 2018, to:

- ensure we have designated senior persons for child protection who have received appropriate training and support for this role –**Mrs. Andrea Mills** and **Mrs. Rebecca Wood**. The DSLs will always be available in person or by telephone but in the unlikely event that neither of the DSLs are contactable, **Mrs Julie Hearfield** will act on their behalf;
- ensure we have a nominated governor responsible for safeguarding and child protection, who has received appropriate training – **Mrs. Helen Davis**;
- ensure every member of staff (including temporary and supply staff) and governing body knows the name of the designated senior persons responsible for child protection and their role and have had a Safeguarding Induction within their first 7 days of employment, which includes being given safeguarding initial training and familiarisation with school routines, policies and procedures within the Staff handbook, including the school behaviour policy, the staff Code of Conduct, Health and Safety policies and procedures;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the designated senior persons responsible for safeguarding and child protection and for checking their concerns have been recognised and action taken as necessary;
- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by including this policy on the school website;

- notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a child protection plan (previously known as being on the child protection register);
- be aware of and use the Child Missing Education protocols (see GCC guidance appendix to Attendance policy <https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/children-missing-education/>) for any child missing for ten days without school’s knowledge and where contact cannot be made with parents;
- develop effective links with the relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at strategy discussions, child protection conferences, core groups, CiN and TaF meetings;
- where practicable, have two contacts for every child;
- keep written records of concerns about children, even where there is no need to refer the matter immediately;
- ensure all records are kept securely in locked locations;
- develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors;
- ensure safe recruitment practices are always followed and that all relevant checks are made –see Recruitment Policy and Procedures;
- ensure that all staff have read and understood as a minimum, part 1 of Keeping Children Safe in Education.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school;
- ensuring that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- the content of the curriculum;
- the individual provision/support provided by in-school staff or specially commissioned services;
- liaison with other agencies that support the pupil, such as social services, Children and Young People’s Service (Child and Adolescent Mental Health Service), education welfare service and educational psychology service;
- ensuring that, where a pupil who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child’s social worker is informed.

Roles and Responsibilities of the DSL

The Headteacher has overall responsibility for all procedures within the school. Working with the Headteacher, the Joint Designated Safeguarding Lead has responsibility for ensuring:

Building a picture

Safeguarding is not just about protecting children from abuse, but about promoting their well-being and ensuring that children have all their needs met. As such, it is essential that the school knows the children and their families and their context.

Small pieces of information can help to build a picture and ensure that we tackle issues early and put in appropriate support. This information will also be useful to decide whether to refer to other agencies or Children's Services.

When staff are concerned by anything they see, hear or notice about a child, they should record their concern on the Log of Concern form and share it with the DSL. (*Pink Slip it*) The DSL will use this information along with any other information they have about the child and their family to decide on how best to provide support or tackle the issue raised. The Pastoral Team will work in partnership with parents and carers to improve outcomes for the child. The action and impact will be recorded on the Log of Concern. In most cases, the immediate low-level intervention will be all that is necessary.

Early Help

We aim to support all children and families at the earliest possible stage to deal with their problems by providing direct support through the pastoral team within school, which consists of the Headteacher, Assistant Headteacher (Inclusion), Learning Mentor, CiC TA and Family Learning Co-ordinator, or by providing information, advice, signposting or referring to relevant services, in accordance with Working Together 2018, KCSIE 2018 and GCSB Levels of Intervention Guidance (see Early Help for Children and Families at Harewood Junior School).

Any child may benefit from early help, but we recognise that certain groups of children, and their families, could be more vulnerable and all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have an EHCP) including those with ASD
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Where applicable, we will use the screening toolkits produced by GSCB to help identify/ clarify risks to children and their families and ensure the most effective help and support is provided as soon as possible.

Procedure where abuse is suspected/disclosed

Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, exploitation, radicalisation in any of the forms identified below or is told that abuse, exploitation or radicalisation has taken place, should immediately inform the DSL.

If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. No promise of confidentiality should be made.

The DSL should briefly and accurately record the concern and the child's comments in writing and then follow the process detailed in the GSCB online handbook <https://www.gscb.org.uk/media/19429/dsl-handbook-version-live10-dec-17.pdf> to make a referral where it is deemed appropriate.

A discussion will take place and consent will be gained from parents when a referral is to be made, unless to do so might put the child at greater risk of harm.

If there is an injury which requires immediate treatment the designated person will arrange this without delay, in whichever way seems appropriate, and then continue to follow GSCB procedures.

Where the DSL is unsure how to proceed, they will contact the **Children's Help Desk Tel: 01452 426 565** for advice.

The DSLs will remain aware of issues surrounding extremism and radicalisation (Prevent Duty, 2015), private fostering, gender and sexual identity, trafficking, sexting, peer on peer abuse, teenage relationship abuse, gangs and youth violence, the signs of drug and alcohol use, child sexual exploitation, fabricated and induced illness, mental health issues, bullying and cyber bullying, gender based violence, honour based violence, forced marriage, female genital mutilation, self harm, racism and other forms of discrimination. If they suspect or it is alleged that any of these has happened or there is an immediate risk to a child, they will follow the same procedures detailed above or follow the mandatory reporting duty.

If, at any point, the DSL are not satisfied with the response from other agencies they will make use of the Escalation procedures as outlined in the GSCB handbook.

If staff become aware that a child or young person is witnessing domestic abuse, the DSL will follow the **Domestic Abuse Referral Process** (See GSCB Handbook).

The DSL may be advised that a child's family has been the subject of a Multi-Agency Risk Assessment (**MARAC**) conference, where there has been a high incidence of domestic abuse. The DSL may also make enquiries with the Central Referral Unit at Gloucestershire Public Protection Bureau.

We will ensure we meet the mandatory reporting duty for Female Genital Mutilation. The DSL will support the member of staff who has become aware that FGM has taken place to report it.

Procedures for dealing with allegations against members of staff, supply, contractors, governors or volunteers

We will follow the specific guidance and procedures detailed within GSCB's Allegations Management and taking full account of the DfE guidance within Part 4 of KCSiE (Sept 18) which provides "*guidance about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:*

- *behaved in a way that has harmed a child, or may have harmed a child;*
- *possibly committed a criminal offence against or related to a child; or*
- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children."*

KCSiE (Sept 18) states: "*The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay."*

In all cases, the Designated Safeguarding Leads (Andrea Mills and Rebecca Wood) should be notified immediately.

- the Headteacher should notify the Local Authority Designated Officer for Allegations (LADO) Nigel Hatten on 01452 426994 for an Initial Discussion.
- If they believe that there is or may be a case, the Headteacher, LADO, Social Worker representatives of the Safeguarding Service, HR and Police will then convene a Strategy meeting urgently to plan further appropriate action.
- No further investigation should be carried out at school until this meeting has taken place in case the allegation meets the criminal threshold.

- If in the initial discussion with the LADO, it is felt that the allegation does not warrant involvement from other agencies, it will be referred back to school for the matter to be fully investigated and action taken as necessary.

To ensure staff keep themselves safe and to minimise the risk of allegations of abuse with regards to restraint of pupils, please see the school's Policy for Physical Intervention and also visit www.glooucestershire.gov.uk/article/113294/Glooucestershire-procedures-and-protocols. All staff, governors and volunteers should also comply with the recommendations in 'A Guide to Safer Working Practices.'

Procedure covering alleged abuse by Headteacher

If a complaint has been made against the Headteacher:

- the member of staff to whom the allegation has been made should notify Mrs Wood, the DSL, or Mrs H. Davis who is the Governor responsible for Safeguarding and Child Protection and who is also Chair of Governors.
- the DSL and the Governor with Safeguarding and Child Protection responsibilities/Chair of Governors, Mrs. H. Davis, will have an initial discussion and agree who will liaise with the LADO.
- they should immediately contact the Local Authority Officer Nigel Hatten for Allegations (LADO) on 01452 426994
- care should be taken to ensure that other staff and governors are only informed if necessary as it is important to ensure enough governors are able to participate in a disciplinary process should this be required.

Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should follow the GCC Whistle Blowing procedures which form part of the Staff Handbook. Other whistle blowing channels may be open e.g. NSPCC Whistle Blowing Helpline.

Outcomes

Once a full investigation has taken place at the appropriate level, in line with KCSiE (Sept 18) the following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

This will then determine any further action as specified by KCSiE and, if appropriate, criminal law.

Record Keeping

The DSLs are responsible for collating all appropriate information on individual children, including a confidential record of all pupils who have a Child Protection Plan (previously called being 'on the Child Protection Register') and making sure that records are passed on when a child transfers school/setting in any circumstances. Since May 2000, when a child transfers schools/settings, the headteacher or the administrator on behalf of the headteacher must send to the new school/setting (maintained or independent):

- the completed statutory transfer form, CTF via the online system.
- all safeguarding records relating to the child, including information regarding child protection concerns. These will be accompanied by a SAE and confirmation of receipt to be completed and returned to us.

The school administrator will maintain a record of the expected destination for pupils leaving, the date of leaving, the date the CTF is requested by the receiving school and the date the CTF is sent to the receiving school.

If no such request is made by a receiving school within 10 days, the headteacher will follow the Children Missing Education Protocol (via GCC) and will upload records onto the National database as advised. The pupil will remain on the school roll while the investigation into their whereabouts takes place.

The Missing Children database will also be searched for pupils arriving with no records from previous schools/settings or where the previous school/setting is not known.

See <http://www.gloucestershire.gov.uk/index.cfm?Articleid=20278> or email missingpupils@gloucestershire.gov.uk

The Designated Safeguarding Leads should:

- monitor attendance patterns and with the Headteacher and Administrator address issues before they escalate
- collate the appropriate information for reports to be presented at Child Protection Conferences
- maintain chronological records (individual folders logging concerns, actions and outcomes) and manage the education contribution to the Child Protection Plan recommended at the Child Protection Conference
- maintain up to date written records of visits from other agencies in a bound notebook
- ensure that care is taken to comply with the current Data Protection Act.

School procedures for reporting general Safeguarding concerns and for record keeping.

- All concerns should be recorded on the 'Internal Log of Concern' form, which should be signed and passed immediately to a DSL
- The DSL will record 'Internal Log of Concern' records and the actions taken and will also ensure that eventual outcomes are recorded.
- A separate folder will be maintained for each child for whom more than one concern has been raised or for a significant concern. Each folder will include a chronological record of all concerns raised, actions taken and outcomes. These records will be kept in a locked drawer and will be cross referenced with other pupil folders. Electronic records are also stored securely to comply with current data protection laws.
- Staff reporting concerns should check with the DSL two days later to ensure that their concern has been discussed and action taken as necessary.

Training

The DSLs will:

- undertake the GSCB multi agency training at least every 2 years and attend the regular Safeguarding Forums (generally every six months)
- ensure that all staff, including non-teaching staff, caretakers, secretaries, learning mentors, TAs and all other support staff in the setting have regular in-school update training but at the least annually and undertake whole staff refresher training every three years
- seek assurance that people employed by outside agencies but work onsite, eg: catering contractors, have been trained by their employers
- act as the contact person within the school for other agencies such as Social Care, the Police and Health.

Exclusion of a child with a Child Protection Plan

Children with a Child Protection Plan are more at risk if their family is placed under unexpected stress. A core group meeting will be requested prior to any exclusion for a child on a CP plan.

Domestic Abuse Referral Process (DARP)

The aim of this process is to reduce the harm caused to children by domestic abuse, through a multi-agency response where the child is **not already open to social care**. Where a member of staff becomes aware a child is witnessing domestic abuse, by seeing or hearing it or the ill-treatment of another, they will inform the DSL who will follow the agreed process.

Multi-Agency Safeguarding Hub (MASH)

This comprises a team of safeguarding professionals working together to share information to help practitioners take early action to support people who are at risk from harm and co-ordinate investigations across different organisations working to keep people safe. The DSL will respond to all MASH requests for information as soon as possible and within the agreed traffic light time limits.

Roles and Responsibilities of the Headteacher

The ultimate responsibility for Safeguarding Children lies with the Head teacher. Safeguarding Children includes Child Protection but also takes a wider role. Although the School Business Manager or Assistant Headteacher with responsibility for Inclusion may complete each task, the headteacher has overall responsibility for:

- ensuring all staff are vetted using the DBS system and checked against the barred list;
- ensuring the maintenance of the Single Central Record for all staff;
- ensuring appropriate support is offered to children and families when there has been a traumatic or sudden child death;
- carrying out **Prohibition Checks**;
- Disqualification by Association has been removed as a requirement in the 2018 document;
- ensuring that all staff are fully aware of 'Safer Working Practices' & 'Keeping Children Safe in Education' Part 1;
- ensuring effective working arrangements with statutory agencies and other support services who have a shared responsibility for protecting children;
- ensuring that the Safeguarding and Child Protection Policy and procedures are in line with the GSCB Procedures, that the policy is reviewed annually and is communicated to staff, parents and carers;
- ensuring careful record keeping and monitoring of pupils;
- making referrals to the Elective Home Education team at the LA where a pupil is removed from school to be educated at home;
- preventing abuse – including e-safety (see E-Safety Policy);
- ensuring Safer Recruitment- Mrs. A. Mills and Mrs. H. Davis have undertaken Safer Recruitment accreditation;
- Multi Agency Public Protection Arrangements (MAPPA);
- engaging with the MARAC process;
- ensuring that relevant procedures are followed where radicalisation, honour based violence, forced marriage or female genital mutilation is suspected/alleged;
- ensuring an effective anti-bullying Policy;
- ensuring that the school takes account of who does and does not have Parental Responsibility for pupils;
- ensuring that private fostering arrangements are reported to the Children and Families Helpdesk;
- conducting, or authorising the search of a pupil where there are reasonable grounds to suspect that s/he has a knife, or other weapon or illegal substance.

Related Policies

See also the Staff Handbook and policies or procedures for: anti-bullying, medical needs, first aid, pastoral care, positive handling, behaviour, health and safety, Relationships and sexual education, complaints, whistle blowing, AUP, school trips, SEND, attendance, Children Missing from Education, Recruitment and the GCC policies that we have adopted and work to, including specifically Allegations Management and Escalation.

Categories of Abuse

Abuse and neglect are described in four categories, as defined in the Department of Health's document 'Working Together to Safeguard Children'. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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 causes illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they

communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by male adults. Women can also commit acts of sexual abuse, as can other children.

Neglect

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 in pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-takers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer on Peer Abuse

It should be recognised that abuse can be perpetrated by other children and young people and not just by adults. We recognise that there is a gender nature to peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable. We believe that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Peer on peer abuse can take the form sexual violence and sexual harassment or physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting; and initiation/hazing type violence and rituals.

Concerns around abuse of this nature should be dealt with in exactly the same way as any other safeguarding concerns but will also refer to the school's anti-bullying policy, included in the behaviour policy. We will work with both victim and perpetrator to provide support and address the behaviour using, where possible, the school's Restorative Practice approach along with work on Keeping Safe and interventions to increase resilience. Specific guidance about how schools should deal with reports of sexting can be found on the GSCB and through UKCCIS. The school's e-safety and Digital Futures curriculum also deals with this in an age-appropriate way for all children.