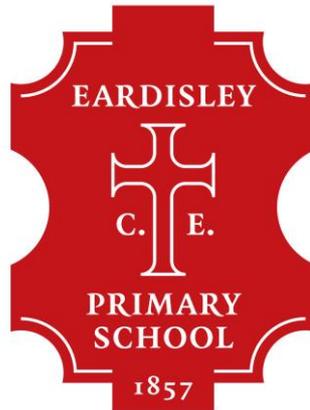


EARDISLEY C. E. PRIMARY SCHOOL



CHILD PROTECTION and SAFEGUARDING POLICY

Chair of Governors:

Date Agreed: September 2017

Review and Revision: February 2018

Review Date: Summer 2018

Contents:

- **Mission Statement and Introduction - Page 3**
- **Key Personnel and Roles and Responsibilities for Child Protection - Page 3**
- **Publication Links – Page 4**
- **Policy Links – Page 4**
- **Training and CPD – Page 4**
- **Definition of Child Protection, Safeguarding and Promotion of Welfare- Page 5**
- **Purpose of Child Protection Procedures and Policy – Page 5**
- **Early Help – Page 6**
- **Definitions of Abuse – Page 6**
- **Process for Identifying Concerns – Page 7**
- **Child Protection Safeguarding Procedures – Page 8**
- **Support for Vulnerable Groups of Children, including children with SEN and disabilities – Page 11**
- **Allegations of abuse made against other children – Page 11**
- **Safer Recruitment and Recruitment Vetting Checks – Page 12**
- **Common Assessment Framework – Page 12**
- **Allegations Made Against Staff – Page 13**
- **Social Networking – Page 14**
- **Safe Use of the Internet – Page 14**
- **Additional Points in Relation to Child Protection and Safeguarding – Page 15**
- **Reference Resources and Materials – Page 19**

At Eardisley CE Primary School our Mission is to:

- Be a witness to the Christian values-based teaching for all children
- Promote achievement and enjoyment for all
- Expect the best for each individual
- Inspire learning
- Collaborate with the community
- Promote a healthy and safe life style
- Create a sustainable school
- Continually strive to be effective

Introduction

At Eardisley CE Primary School, every child's welfare is our paramount concern. All schools have a statutory duty to have a Child Protection/Safeguarding Policy. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. The school complies with the West Midlands Safeguarding Children Procedures. Please follow this link: <http://westmidlands.procedures.org.uk>

The school's aim is to provide a safe environment for children, which will enable their individual, needs to be met and which will promote their physical, emotional, social, cultural and spiritual development. Eardisley CE Primary School is committed to the provision of training for its staff in relation to Child Protection Safeguarding.

- During their period of induction all new staff will receive a copy of Eardisley CE Primary School Child Protection Safeguarding Procedures and Child Protection Safeguarding training.
- All staff are responsible for familiarising themselves with the Child Protection Safeguarding procedures and have a basic knowledge of what constitutes abuse, how to recognise abuse and what to do when abuse is reported or witnessed.
- The Code of Conduct for Staff outlines expectations of professional behaviour and this is regularly re-visited. Furthermore, training will include the Good Practice guidelines, which have been prepared in order to protect children and reduce the possibilities of abuse occurring, or of false allegations of abuse.
- All teaching personnel receive training on e-safety. The school has developed policy and procedures to promote pupil and staff internet safety, and parents have received booklets on how to keep their children safe with regard to internet usage.
- As part of this commitment, we have guidelines that set out the course of action for members of staff, children and parents, volunteers and friends if abuse of a child is alleged, suspected or observed (Appendix B).

It is vital that everyone involved in the care of children is alerted to the possibility of abuse. Our policy and procedures recognise this possibility and aim to promote an environment in which abuse is unlikely to occur or continue, and in which staff are clear about the action to take if abuse is suspected or alleged.

Key Personnel

- Governor responsible for Child Protection Safeguarding – **Mr Philip Whittall**, Chair of Governors The governing body has an overarching role in ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- The Link Governor responsible for Child Protection Safeguarding who has professional safeguarding experience as in her professional role as midwife -**Mrs Caroline Morris**.
- The Designated Member of Staff (DMS) for Child Protection/Safeguarding is **Mrs Bridget Knight**.

- The Deputy Designated Member of Staff (DDMS) is **Miss Kayleigh Evans** (DDMS).
- All teaching and support staff have been trained to Level 3 and 2.

The Role of the Designated Safeguarding Members of Staff

All safeguarding designated trained personnel have clearly defined duties (See appendix A).

Training and Professional Development

- All Staff, and volunteers, are familiar with the school's child protection policy and procedures.
- In addition to this, staff undertake specific training at regular intervals – for example, on the Prevent Strategy to ensure they are up-skilled and have a relevant body of knowledge and understanding about specific issues. See CPD list for Safeguarding for information.
- The DMS and DDMS have training **annually** in order to carry out their role.
- The DMS or DDMS is available at all times that the school is open for staff to discuss any concerns.
- The LA has the contact details for the DMS and DDMS to discuss/act on any concerns arising during school holidays.
- Training is carried out **annually** for all staff and volunteers.
- All governors have a current and enhanced DBS.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following government publications:

- Keeping children safe in education September 2016
- Working Together to Safeguard Children DfE March 2015
- Guidance for safer working practice for those working with children and young people in education settings, October 2015
- Framework for the Assessment of Children in Need and their Families 2000
- What To Do If You Are Worried A Child Is Being Abused 2003
- Safeguarding Children in Education DfES Guidance, September 2004
- Herefordshire Safeguarding Children's Board Child Protection Procedures HSCB Website
- Safeguarding Children in Education – Guidance from DfES Nov 2005
- Section 11 Children Act 2004 (Statutory Guidance) (Section 10 (8), 11 (4), 14B (7), 16 (2))
- Education Act
- Information Sharing: Advice for Practitioners providing safeguarding services for children, young people, parents and carers (2015)
- Safeguarding Children from Abuse Linked to Faith or Belief
- Safeguarding Children from Abuse Linked to Female Genital Mutilation
- Safeguarding Children from Abuse Who May Have Been Trafficked
- Safeguarding Children from Abuse Who May Have Been Affected by Gang Activity
- Safeguarding Children from Abuse in Whom Illness Is Fabricated or Induced.
- Sexual Violence and Sexual Harassment between children (guidance for schools), December 2017
- Prevention and Tackling of Bullying

Please read this policy in conjunction with our school policies for:

- Allegations Against Staff
- Anti-Bullying
- Attendance

- Behaviour
- Car Parking
- Close Personal Relationships
- Code of Conduct (staff)
- Computing
- Drugs
- Educational Visits
- Equalities
- E-Safety
- Extremism
- Finance
- Health and Safety
- Medicines
- Peer on Peer Abuse
- Positive Handling
- Preventing Extremism and Radicalisation
- Safer Recruitment
- School Security
- Social Networking
- Staff Code of Conduct
- Visitors in School
- Volunteers in School
- Whistleblowing

Eardisley CE Primary School fully recognises its responsibilities for child protection and strives to achieve an environment where all children are safe and secure, supported and valued within the school community.

Definition of Child Protection, Safeguarding and Promoting the Welfare of Children:

- Creating a stable environment through respectful relationships of trust so that children can feel valued, secure and supported.
- Protecting children from maltreatment
- Protecting the impairment of children's health or development
- Ensuring children grow up in circumstances consistent with the promotion of safe and effective care
- Noticing when children are troubled and taking action to enable all children to have the best outcomes.
- Supporting children and their families and providing them with advocacy to assist them in putting forward their views.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertake that role so as to enable those children to have optimum life chances and enter adulthood successfully.

Purpose of our Child Protection Safeguarding Policy:

We recognise that some children today are the victims of neglect and/or physical, sexual or emotional abuse and that staff of the school, by virtue of their day to day contact with and knowledge of the children in their care, are well placed to identify such abuse and to offer support to children in need. All child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

Prevention through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school preventative ethos recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to prevent children

becoming victims of child abuse. The Code of Conduct for Staff outlines expectations of professional behaviour and this is regularly re-visited.

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 children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE, Citizenship curriculum for children to develop the skills that they need to recognise and stay safe from abuse.
- Ensure parents are aware of our duty of care and safeguarding procedures through the school website and the prospectus. Ensure they know that if there is perceived need, referrals to other agencies may be made and we encourage these to be seen as a constructive measure.

Protection by following agreed procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse; protecting children from unsuitable people through safe recruitment and school security.

Eardisley CE Primary School will:

- Ensure that every member of staff (including temporary, supply staff and volunteers) and the governing body receive a copy of the school's leaflet on Child Protection and Safeguarding on arrival and they know the name of the Designated Member of Staff responsible for Child Protection Safeguarding and their role.
- Ensure all staff adhere to the guidelines set in the Code of Conduct for Staff.
- All staff know where to access the School Policy on Safeguarding and the Keeping Children Safe in Education statutory guidance, September 2016.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on a Child Protection Plan or a Child in Need. Parents are contacted regarding the referral.
- Develop effective links with relevant agencies
- Keep written records of concerns about children
- Ensure all records are kept securely, separate from the main pupil file, and in a locked location in the Headteacher's office.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer (see section: Allegations made against leaders, staff and volunteers)
- Ensure safe recruitment practices are followed
- Hold an induction meeting for new members of staff with the DSL before job commences.

Early Help

All staff at Eardisley CE Primary School commit to identifying any children who may benefit from early help. In the first instance, staff should discuss concerns with the DSL. We recognise that to be effective, this relies upon local agencies working together to: identify children and families who would benefit from early help; undertake an assessment of the need for early help; and provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. We commit to a pro-active and cooperative approach of working with multiple agencies. Staff who have a concern about a child's safety and welfare must record this on the school's form. See Logging a Concern form.

Definitions of Abuse:

There are 4 standard categories, which are used by all agencies and understood to have agreed meanings. All concerns need to be identified under these standard categories.

Neglect: The persistent failure to meet a child's basic physical and /or psychological needs, likely to result in significant impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, 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. Neglect may occur during pregnancy as a result of maternal substance/abuse.

Physical Abuse: This 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy, or Munchausen's Syndrome by proxy.

Sexual Abuse: This 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, buggery 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, pornographic material or watching sexual activities, or encouraging or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse: The persistent emotional ill treatment of a child such as to cause severe and persistent 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 feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that may be beyond the child's developmental capability, as well as over protection 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 frequently causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Domestic Abuse: Domestic Abuse is a Child Protection/Safeguarding issue. Children who witness or experience domestic violence are likely to suffer emotional harm and may be vulnerable to other forms of abuse and bullying. Staff will need to be sensitive to this fact in their dealings with these children. Information may need to be shared confidentially within the school on a 'need to know' basis. The Designated Teacher for Child Protection/Safeguarding has responsibility for deciding whom to inform.

Support for victims of domestic violence is available from West Mercia Women's Aid Tel: 0800 7831359

Process for Identifying Concerns

The following list outlines signs, which should raise concerns about a child. Some of these may have some other possible explanation, but a cluster of these signs should indicate consideration of possible Child Protection/Safeguarding issues, and should be reported.

- Unexplained injuries with inconsistent / unlikely explanations.
- A pattern of injuries, even if minor - e.g. bruising, particularly if fingertip or hand shapes are in evidence.
- Indications that a child is fearful of an adult/adults.
- Indications that a child is fearful of certain situations.
- Noticeable change in behaviour/moods.
- Frequent tummy-aches.
- Wetting, or going to the toilet frequently – where this is a change to the child's usual behaviour.
- Deterioration in concentration or behaviour.
- Sexualised behaviour inappropriate to the child's age or stage of development.

It is sometimes difficult to decide whether certain behaviour from one child to another constitutes normal 'experimentation', bullying or child abuse.

Bullying can be defined as 'deliberately hurtful behaviour, repeated over a period of time where it is difficult for those being bullied to defend themselves'. (*DFEE Circular 10/95*). This can include physical acts (hitting, kicking), verbal (name-calling, racism), or indirect bullying such as spreading rumours, or excluding someone from a group. Among children with severe developmental delay it can be particularly difficult to differentiate bullying from other forms of challenging behaviour. Reference should be made to the Behaviour Policy.

For children with severe learning difficulties and Autistic Spectrum Disorders, it can be particularly difficult to ascertain whether some of the above behaviours are indicators of abuse or are due to their developmental delay, phobias, lack of communication or inability to tolerate others in their space. It is important to get to know a child, what is the child's usual behaviour? How do they normally react and behave? It is often the changes in the child's 'normal' behaviour that provides the best indicator that something is wrong.

Child Protection Safeguarding Procedures

Our guidelines reflect the policy and procedures of Herefordshire Safeguarding Children's Board, (Appendix B)

As members of staff at Eardisley CE Primary School our duty of care is to protect the children. This is carried out in many ways throughout our work but

- If you observe abuse you must take any immediate action necessary to protect the child
- You must immediately report your observations to the Designated Members of Staff for Child Protection Safeguarding: Mrs Bridget Knight (DMS) or Miss Kayleigh Evans (DDMS).

In addition all staff must be aware of the Good Practice Guidelines (Appendix C)

Reporting Suspicions or Allegations of Child Abuse

Every member of staff at Eardisley CE Primary School has a duty to promote the protection and the wellbeing of the children in our care. With this in mind, all staff must be familiar with and must adhere to the Good Practice Guidelines (Appendix C) and the Herefordshire Guidance for Employees in school 'Allegations of Child Abuse'.

Any member of staff who is told of or has witnessed, any incident or suspicion of child abuse in respect of a child at Eardisley CE Primary School, must report the information immediately to the Designated Members of Staff for Child Protection/Safeguarding. This can be done verbally but concerns must also be logged on the school's form.

Child abuse to be reported **includes**:

- abuse of a child by a staff member or adult within Eardisley School
- abuse at home reported to staff by a child
- abuse by a stranger or
- abuse of one child by another.

Staff **should not** investigate reports of abuse themselves but should immediately report to the Designated Members of Staff for Child Protection Safeguarding.

Alleged victims, perpetrators; those reporting abuse and others involved **should not** be questioned. The only matter to clarify is that there is an allegation or suspicion of abuse. When you report a Child Protection Safeguarding concern you will be asked to put your concerns in writing, the Designated

Members of Staff for Child Protection Safeguarding may ask for some detail in order to ascertain the immediate actions necessary to ensure the child and / or other children are protected from further risk.

The Children's Act requires that local safeguarding procedures are followed and these are designed to avoid unnecessary or repeated interviews or medical examinations, to involve the police (as appropriate) and to avoid contamination of evidence by interviewees, which may have inadvertently led a witness.

It is important to acknowledge that the procedure will inevitably lead to some investigations being triggered, which do not substantiate the allegation being made, as well as those which do. However it is preferable to have some false alarms than fail to initiate specialist investigation of real abuse. **We all have a duty to protect children.**

Any staff member to whom allegation of child abuse is made or observes such abuse must:

Listen to a child that is telling or indicating that something abusive has happened to him/her or someone else.

Allow the child to tell you as much as they want to **without** interrupting. Remember you will need to record this.

Limit any questions to clarify what happened and **strictly avoid** leading the child by making suggestions or introducing your own ideas in the questions. Do not try to investigate further.

Tell the informing child that you will make sure that the right people will follow up what they have said.

Reassure the child that a person of their choice will support them if at all possible.

Ask them if there is anything that they immediately need to make them feel safe and assure them that staff will try as far as practicable to follow their wishes.

Refer the matter immediately, with all relevant details, to the Designated Teacher for Child Protection/Safeguarding.

Record in writing as soon possible what you have been told/observed, using the exact words by the informant and yourself including any questions and answers on the school's 'Cause for Concern and Incident' form (Appendix D).

Confidentiality

Children should not be promised confidentiality as there may be a disclosure of alleged abuse and it will be necessary to share that information as part of the Child Protection/Safeguarding process. The school cannot protect the child; only social services and the police have the power necessary to carry out enquiries.

Action by Designated Members of Staff for Child Protection Safeguarding

- On receiving details of an allegation of child abuse the Designated Member of Staff for Child Protection/Safeguarding must first of all take any necessary steps needed to protect any child from risk of immediate harm. If in doubt as to whether the concern raised is clearly a Child Protection/Safeguarding referral, the designated member of staff can discuss any concerns with the Multi Agency Safeguarding Hub (MASH) at the local authority, who have responsibility for Child Protection/Safeguarding issues or the Lead Nurse for Child Protection/Safeguarding. They will advise on the most appropriate course of action.
- If it is established that this is a matter for Child Protection/Safeguarding Investigation, the Designated Members of Staff for Child Protection/Safeguarding should immediately complete the relevant paperwork for the MASH Team (copy attached). Core assessments are a child and family assessment. Also, a referral to MASH is a separate document to the Early Help

Assessment. If the school has a concern about a child we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant or further harm we will seek advice from Herefordshire Council within the MASH team. Refer to cards in staffroom and office and HSCB poster of contact details.

- Following a referral, MASH have a duty to decide (within one day) on action to be taken and to inform the referrer of that decision. If deemed to be a Child Protection Safeguarding issue a core assessment will be carried out and information about the child will be sought from school and other agencies. This all depends on if the case is seen as a section 47 or section 17. An initial assessment maybe conducted or a strategy meeting, if it is section 47, prior to core assessment.
- Whenever there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a Strategy Discussion/Meeting will be called. A representative from the school should attend. If a school representative is unable to attend, documents will be sent to the meeting and an educational representative from MASH would represent the school. This is the expected procedure if the school had made the referral.
- Many cases are resolved with advice and support to parents; other cases however may require much longer involvement. Where identified risk remains, court proceedings may be taken or arrangements made for the child to be cared for by other members of the family or foster carers. Where children continue to live in situation of risk, a Child Protection Safeguarding Conference may be called.
- If the DSL is unhappy with the response by social services, she will follow Herefordshire's Resolution of Professional Disagreements policy to ensure the child is able to get the support they need.
- If a member of staff is unhappy with the response of the DSL, he or she may use the Whistleblowing Policy to ensure the child is able to get the support they need.

Support given to the child or children making an allegation and their parents

The Designated Members of Staff for Child Protection Safeguarding will discuss and follow the Assessment Team Manager's advice in relation to:

- Any need for medical examination or treatment for the child. (In all but urgent situations this will be further discussed at a strategy meeting).
- Any immediate protection which may be needed for a child who has been abused, a child who has been given information about abuse or a child against which an allegation has been made. (Any of these may now be at risk).
- Any further support deemed necessary and appropriate for the child, other children who may be at risk and their families.

The support offered to a child making an allegation will almost certainly involve allocating an appropriate member of staff, as far as possible, a person chosen by the child to stay with him/her. The Designated Member of Staff for Child Protection Safeguarding in consultation with Social Services will ascertain whether any other person should have information about the allegation. Staff supporting a child should ensure that they listen and support the child but do not probe or ask questions, if the child does disclose more information the staff should record what they say in writing. Staff should also record in writing any unusual behaviour displayed by the child following the allegation.

Support to victims of abuse and to staff in identifying signs and symptoms of abuse.

All adults who come into contact with children and young people have a duty of care to safeguard and promote their welfare.

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 student through:

The school will follow the procedures set out by the Local Herefordshire Safeguarding Children's Board (HCSB) hscb.herefordshire.gov.uk and take account of guidance issued by the Department of Education.

The school will support pupils through:

- The content of the curriculum
- The school ethos and values system which promotes a positive, supportive and secure environment, giving pupils a sense of being valued
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service
- The school behaviour policy which, among other things, aims to support vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Ensuring that when a child transfers schools and is on a Child Protection Plan or a Child in Need Plan, their information is transferred to the new school immediately and that the social worker is informed
- Support staff and all employees at school in Child Protection Safeguarding training to identify signs of abuse

Support for Vulnerable Groups of Children

We recognise that any child at any time may be in need of child protection. We recognise the fact that additional barriers can exist when recognising abuse and neglect in relation to children with SEN and disabilities. We are therefore, in particular, alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care;4 and/or is showing early signs of abuse and/or neglect.

Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Practitioners need to continue to develop their knowledge and skills in this area. They should have access to training to identify and respond early to abuse and neglect, and to the latest research showing which types of interventions are the most effective.

Allegations of abuse made against other children

Peer on peer abuse is when a child might have been abused by another child. All staff are aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber-bullying), gender-based violence/sexual assaults and sexting. Please also see our policy on Allegations Against Pupils: Peer on Peer Abuse and Anti-Bullying.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL/ASL particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

- The abuse involves sexting.
- The abuse is of a sexual, homophobic, racist, transphobic nature, or involves religious bigotry.
- If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not there was severe harm.

The DSL will make the decision about whether to refer this to the Safeguarding team for further investigation and will follow procedures set out in the school's Safeguarding policy.

Prevention of Peer on Peer Abuse

At Eardisley CE Primary School we are vigilant and all staff know to look for signs of abuse. We in addition do our utmost to ensure that pupils treat one another with kindness, courtesy and respect. This is the focus of our Values-based Education approach and is integral to our assemblies, PSHE and curriculum lessons. However, we are never complacent and all allegations will be addressed swiftly and directly. Abuse of this kind is never tolerated.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Senior Designated Person as soon as possible
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Head teacher. Where those concerns relate to the Headteacher however, this should be reported to the Chair of Governors using the schools Whistle blowing policy.

Support for Victims of Peer on Peer Abuse

Support for victims of peer on peer abuse is paramount. The school will put in place a range of measures to ensure both immediate and ongoing support, including:

- Reassurance that they have acted correctly in telling someone about the abuse and that it is not their fault.
- Reassurance that the situation will be sorted swiftly and that there will not be reprisals by the perpetrator.
- Reassurance that the adults in school will be keeping an ongoing vigilant approach to ensure their future safety.
- Parental involvement and support from the school.
- Specific targeted support from, for example, Behaviour Outreach services, Strong Young Minds, to provide ongoing mental health support.

Safer Recruitment and Recruitment Vetting Checks

Eardisley CE Primary School has a commitment to promote and safeguard the welfare of each child in the school. As part of the recruitment and training of staff, promoting the protection of children is a main issue. We adopt recruitment procedures that help deter, reject or identify people who might abuse children.

. Please see the Eardisley CE Primary School Safer Recruitment Policy for more information.

The following have been trained in Safer Recruitment: Bridget Knight, (Headteacher/DMS).

- Copies of proof of identity are kept in each person's staff recruitment file.
- All staff employed by the school and all Governors are subject to an Enhanced DBS check. These are checked by the Headteacher and Business Manager.
- All volunteers, supervisors and personnel who work regularly with children, are also required to have Enhanced DBS checks. See Volunteers in School Policy.
- Vetting checks are carried out for all adults on the Single Central Register (SCR). This includes Disqualification By Association for all staff, volunteers and Governors. These are managed and completed by the Headteacher and SBM.
- Section 128 prohibition checks are recorded on the single central record.
- Checks carried out on volunteers are recorded on the single central record.
- Checks are carried out and recorded on individuals who have lived or worked outside the UK.
- DBS checks are not required for visitors who do not engage in regulated activity. Visitors do not have unsupervised access to children. See Visitor in School Policy.
- Checks for volunteers are required only for those who have regular and unsupervised access to children and young people. Under the terms of the Protection of Freedoms Act 2012 where a volunteer is being adequately supervised, they are not considered to be working in regulated activity however often they do this, and the school does not need to request a DBS check.
- Staff who have unbroken service (that is, no break of three months or more) will be subject to a three year DBS check.

Common Assessment Referrals (CAF)

Link: hscb.herefordshire.gov.uk (Professionals: Policies and Procedures)

What to do if you have concerns about a child

The CAF procedure is designed to help professionals understand what to do if they have concerns about a child and to find out whether the child has additional needs or needs that mean they have been, or are likely to be, significantly harmed.

In Herefordshire we are clear that children with different levels of need will be responded to appropriately by the range of agencies who work with them. The information below is based on national government guidance and shows how different levels of need should be addressed.

Level 1 - Universal services

No additional action needed

Level 2 – Targeted services (additional needs)

Consider assessment using CAF (CAF advisors can help with this)

Common Assessment Framework (CAF)

Levels 3/4 – Specialist Services (acute/ complex needs)

Consider referral using multi-agency referral form Appendix F

For detailed information on making a referral and the form contact the Herefordshire CAF team. Before any CAF referral is made the DSM should be notified: Mrs. Bridget Knight.

The Child Protection Safeguarding Conference (ICPC) is an opportunity for all professionals with the family to consult about how the child may best be protected and in particular, decide whether the child should be subject to a Child Protection Plan (historically this was referred to as the child being placed on the Child Protection Register).

It is clearly very important that a representative of the school attends the conference if at all possible. Details of children in receipt of a Child Protection Plan are held by the Social Care teams – these details all the children (resident in the area) who are considered to be of continuing risk of significant harm and for whom there is a Child Protection Plan. The first Child Protection Safeguarding Review

Conference will be called within three months and reconvened every six months to ensure that momentum is maintained in the process of safeguarding the registered child.

If a child is subject to a Child Protection Plan (CPP), a Key Worker (Social Worker) and a Core Group will be appointed. Whenever possible a representative of the school should be a Core Group member. An outline Child Protection Safeguarding Plan will be drawn up and the Core Group will be responsible for meeting regularly to implement it.

When a child is subject to a CPP, the school's designated member of staff must decide who needs to be told. This should be on a 'need to know' basis, but should include personnel who monitor attendance, who have day-to-day responsibility for their education and any pastoral staff who may be working with the child.

Allegations made against leaders, staff and volunteers (see policy Managing Allegations Made Against Professionals)

LADO: Local Authority Designated Officer hscb.herefordshire.gov.uk click on Policies and Procedures Herefordshire LADO: Paul Rooney: Tel: 01432 260680 Paul.Rooney@herefordshire.gov.uk or LADO@herefordshire.gcsx.gov.uk

Organisations that work or come into contact with children and young people need to be aware of the possibility that allegations of abuse will be made against members of their staff or volunteers. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people and they can be made by concerned adults.

Allegations can be made for a variety of reasons. Some of the most common are:

- Abuse has taken place
- Something happens to a child that reminds them of an event that happened in the past. (The child is unable to recognise that the situation and the people are different).
- Children can misinterpret your language or your actions because they are reminded of something else.

All allegations should be brought to the notice of Mrs Bridget Knight or Miss Kayleigh Evans immediately. In cases where the allegation is made against these people, the complainant should approach Mr Philip Whittall, Chair of Governors. The Herefordshire Safeguarding Children Procedures has detailed advice on allegations against a member of staff:

<http://www.proceduresonline.com/west%20mercia%20consortium/>

If a complaint is made please:

- Make sure that the child in question is safe and removed from the person alleged to have abused the child
- Contact Herefordshire Council's Local Authority Designated Officer (LADO) by email to lado@herefordshire.gcsx.gov.uk or contact the administrator on 01432 261708
The HSCB website has information on policies and procedures: Managing Allegations Against Professionals January 2011 www.herefordshire.gov.uk/hscb
- Contact the MASH Team/West Mercia Police
- Contact the parents or carers of the child if advised to do so by the social worker/police officer in charge of allegations.

Irrespective of any investigation by the LADO or the Police, you should follow the appropriate disciplinary procedure; consideration needs to be given as to whether the alleged abuser should be suspended from attending the setting until the outcome of any investigation is clear. Current DfE guidance is not to resign if at all possible. All incidents should be investigated internally after any external investigation has finished enabling the organisation to review practice and put in place any additional measures to prevent a similar thing happening again.

Well-functioning organisations encourage an environment where people feel safe to express their concerns about the practice of others. The term 'whistle blowing' is often used pejoratively; if a staff member, volunteer or visitor has concerns, they should not be victimised in any way for expressing them. Complaints from children/young people and their families should be welcomed as a way to improve the services offered.

LADOs are involved in the management and oversight of individual cases where it is alleged that a person working with children (including a volunteer) has:

- behaved in a way that has harmed a child, or may have harmed a child or
- possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

The school will inform Ofsted about any allegations of serious harm or abuse by any person living, working, or looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). The school will also tell Ofsted about any other abuse, which is alleged to have taken place on the premises, and the action taken in respect of these allegations. The school will inform Ofsted about these allegations as soon as is reasonably possible, but at the latest within 14 days of the allegations being made. If this requirement is not met, and there is no reasonable excuse, the school is committing an offence.

Employers, social services and professional regulators are under a legal duty to notify the Disclosure and Barring Service (DBS) of relevant information, so that individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups.

If the school dismisses or removes a member of staff/volunteer from working with children and/or vulnerable adults (in what is legally defined as regulated activity) because they have harmed a child or vulnerable adult the school has a legal duty to inform the Disclosure and Barring Service www.homeoffice.gov.uk/agencies-public-bodies/dbs/

If the member of staff resigns during an investigation or before they are dismissed, the school should still inform the DBS. Telling the DBS does not mean the person will be automatically barred from working with children and vulnerable adults.

An organisation which knowingly employs someone who is barred is breaking the law. A person barred from working with children or vulnerable adults is breaking the law if they work/ volunteer or seek to work/ volunteer with these groups.

For more information go to www.homeoffice.gov.uk/agencies-public-bodies/dbs/services/dbs-referrals/ and search for referrals. Refer to guidance from HSCB (attached) or refer to HSCB website policies and procedures.

Social Networking

At Eardisley CE Primary School we are aware of how social networking sites such as Facebook and Twitter are becoming increasingly popular as a way of communicating and sharing information, despite age restrictions that are in place. Whilst we do not want to restrict the use of such sites by our staff the following guidance might be useful.

The Department for Education has published guidance on social networking sites. On page 6, it advises teachers:

... ask yourself if you would feel comfortable about a current or prospective employer, colleague, pupil or parent, viewing your content

All employed staff at school should, when publishing information, personal contact details, video or images, ask themselves if they would feel comfortable about a current or prospective employer, colleague, pupil or parent, viewing their content.

Can staff become friends with pupils?

The DfE also suggests that teachers should not become online friends with pupils, or add them to contact lists, since this could give pupils access to personal information about staff. Teachers are advised to learn how to restrict access to their pages, so that only specific people can see them. This is particularly relevant for staff who have parents or children as relatives.

Teachers are not discouraged from using social networking sites for use in class, but are warned to be careful about which sites they use and how they use them.

Children's Safety and Awareness of the Safe Use of the Internet and Dangers of Social Networking

The school is careful to promote safe use of the internet and how to keep safe using social media at every turn (see E-safety Policy). The school's IT systems have firewall filters from Herefordshire Council that block offensive material. Nonetheless, staff are vigilant where pupils are using the internet and pupils are also trained. Each laptop has a sticker on the keyboard that reminds them about safe use. This is to raise consideration of what is happening nationally and enables children to take increased responsibility of their actions using social media. We take part in UK Safer Internet Day. With the increase of sexting nationally, children should be aware of what is right and wrong on social media, particularly with regard to images of their body. Age appropriate messages are shared with the children to promote safety using social media.

Please refer to IT Computing Policy for Safeguarding and School IT Systems

Mobile Phones, Photographs, Cameras and DVDs

- Pupils are not allowed to bring mobile phones into school
- Volunteers, visitors, students, contractors, committee members and parents are not allowed to use mobile phones when in contact with the children
- The use of mobile phones or personal cameras in school is not permitted
- Personal use of a mobile phone by a member of staff, or adult, needs to take place during their break time either in the staff room, an office or outside the front foyer of school when the adult is not in contact with children
- All adults in school should be aware of mobile phone misuse and if you suspect mobile phone misuse is occurring you should inform the DSM, (Mrs Knight) immediately
- Staff and adults are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations
- There are professional boundaries for the use of mobile phones and all adults need to follow the school's guidance regarding the acceptable use of mobile phones
- The recording, taking and sharing of images, video and audio on any mobile phone is not permitted unless it is authorised by management who will make sure that it is monitored and recorded
- All mobile phone use is open to scrutiny and the management of the school can withdraw or restrict authorisation at any time
- Mobile phones may not be used in classrooms, areas in the school when in contact with children or in toilets
- Personal mobile phones may be used when staff are on trips away from the school to make urgent contact with other members of staff. This mobile use is at the discretion of the party leader who takes responsibility for the other adults in the group and their use of personal mobile phones
- The school answer machine is used at the end of the school day between the hours of 5 pm and 8 am to take any messages from parents
- The use of school cameras is allowed for photographing children. (Refer to use of photographs below). Members of staff have responsibility for managing the safe use of cameras.
- Use of cameras is not permitted in toilets

- Parents' consent to the school taking and using photographs of children by signing a permission slip
- A list of children who may not be photographed, have their photograph on the website, be photographed by a student or put on a DVD is compiled and kept in the front office
- Photography and the use of DVDs are not permitted if this affects the children identified on the list and contravenes the parent or guardians wishes
- Photographs taken by a child's parents are permitted at a school function if they are for personal use only
- School cameras should not leave the premises
- The content on the camera should be deleted after printing or copying
- If a camera has to be taken off site, the staff member has the responsibility of safeguarding the content on the camera

Additional Specific Points to Support Child Protection and Safeguarding

Anti-Bullying

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the governing body. We expect staff to acknowledge that to allow or condone bullying, constitutes a lack of duty of care, which may lead to consideration under child protection procedures. **Please also see our Equal Opportunities policy (Inclusion of Race, Disability and Gender)**

Attendance

Our policy on attendance is set out in a separate document and is reviewed annually by the governing body. The Headteacher monitors attendance every week. Office staff are thorough in their follow up for every absence to ensure reasons for absence are ascertained.

Behaviour Policy

Our behaviour policy is set out in a separate document and is reviewed annually. We recognise the role that behaviour management has in relation to children feeling that they are treated fairly, listened to and valued. All behaviours are communication and we understand that poor behaviour can be a symptom of other concerns in a child's life. Our policy outlines how we celebrate good behaviour and support individuals experiencing difficulties. **Please also see our Positive Handling policy and our Absconding Policy.**

Child Sexual Exploitation (CSE)

Staff are aware that this is a safeguarding issue and are vigilant about this. Staff follow the procedures for child protection outlined in this policy in any suspected case.

Children Missing From Education (CME)

This is defined as follows:

All Children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. at home, privately or in alternative provision) or who have been out of any educational provision for a substantial period of time (usually agreed as four weeks or more) and whereabouts is unknown."

If any pupil in our school is absent for 10 consecutive school days (two weeks) and no reasonable explanation has been provided a referral will be made identifying them as a child missing from education. Staff follow procedures as outlined in Appendix. During this time, the missing pupil must remain on the school's roll and will not be removed from roll until they are confirmed as enrolled in another school.

Code of Conduct for Staff

The Code of Conduct for Staff outlines expectations of professional behaviour and this is regularly revisited.

Complaints Policy

Our Complaints Policy outlines the protocol for members of the school community making a formal complaint against a member of staff. This also includes detailed procedures on what happens when allegations are made against a member of staff in regard to child protection issues.

Confidentiality

All incidents relating to child protection will be dealt with in strictest confidence and information will be shared with staff on a need to know basis. Parents will be kept informed unless the sharing of information with them prejudices any further investigation.

Curriculum

Safeguarding is threaded through our primary curriculum offer. Health and safety are components of all outdoor learning, PE and sport, Science and ICT. Safeguarding is a principle component of our values-based education, PSHE and Citizenship curriculum. Philosophy for Children and Pupils2Parliament discussions enable our pupils to develop a strong sense of self-worth, the ability to form positive relationships and an appropriate sense of agency. All Year 6 attend Crucial Crew workshops which have a specific focus on safeguarding (fire, online protection, water safety, etc). Our local police visit regularly to remind about keeping safe and stranger danger.

Early Help Assessment

This is put in place to ensure timely and appropriate support for children and their families.

English as an Additional Language

We recognise that children for whom English is a second language may have problems in communicating concerns. Where necessary, the school will provide additional training to staff to use other communication systems as required. Supervision by senior managers will be vigilant to create a protective ethos around the child. We promote high standards of practice, including ensuring that all children know how to raise concerns, and have access to a range of adults with whom they can communicate.

e-safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Parents are asked if they agree to their child using the internet whilst in school, and are requested to send in written confirmation. Pupils also sign a statement at KS1 and KS2 to show they adhere to the safe use of the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. The school's internet system has a filter system to block unsuitable sites. Teachers are vigilant about internet use, particularly for vulnerable pupils, and remind children in each lesson of its appropriate use. Discrete lessons on e-safety are also delivered and e-safety is part of our broad and balanced curriculum. If teachers know of misuse, either by a teacher or child the issue should be reported to the head teacher without delay. The school system has a firewall which filters unsuitable material but teachers are vigilant and do not rely solely on this to ensure pupil safety.

Fabricated or Induced Illness

Staff are aware that fabricated or induced illness is a safeguarding issue and are vigilant about this. Staff follow the procedures for child protection outlined in this policy in any suspected case.

Female Genital Mutilation

Staff understand that known FGM – if a child makes a disclosure or if there are physical signs of FGM 0 this must be reported to the police immediately and that every teacher has a personal duty to report. FGM is a form of child abuse which has a devastating effect on girls and women: See details and information on NSPCC fact sheet – link:

http://www.nspcc.org.uk/Inform/resourcesforprofessionals/minorityethnic/female-genital-mutilation_wda96841.html

FGM is commonly practised on girls between infancy to 15 years old with majority of cases between 5 and 8 years old.

Also refer to: http://westmerciaconsortium.proceduresonline.com/chapters/p_fem_mut.html Staff understand that if there is suspected intent or occurrence of Female Genital Mutilation it must be reported to the police.

First Aid

In school there are trained members of staff who are on a rota to oversee the first aid. First aid kits are situated in the First Aid area.

When a child is poorly or has suffered an accident in school or on the playground there is a protocol for staff to follow:-

- a trained first aider is consulted
- if the incident is deemed to be serious it is logged in the accident book
- for all head injuries a head bump letter is issued
- if the severity necessitates a parent is contacted.

For matters concerning managing medicines and drugs the Health and Safety policy should be consulted. Children with identified medical needs have an individual care plan.

Forced Marriage

Staff are aware that this is a safeguarding issue and that children need to be protected from this as a potential cause of harm. They are vigilant and staff follow the procedures for child protection outlined in this policy in any suspected case.

Health and Safety

Our Health and Safety policy is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Honour-based Violence

Honour-based violence is an offence and if any staff suspect this occurring it will be reported immediately to the DSL who will contact the police and the safeguarding team.

Looked After Children

Staff are vigilant about the well-being and safety of all vulnerable and Looked After children. The teacher responsible for the progress for LAC liaises as appropriate with the Virtual School Headteacher from the authority from which the children have come.

Managing Allegations Made Against Professionals

Please see our policy on managing allegations against staff which sets out procedures for action by the school.

Peer on Peer Abuse

Peer on Peer Abuse includes bullying (including cyber bullying), gender-based bullying, teenage relationships, sexually harmful behaviour and sexting. **Please see our policy on Peer on Peer Abuse**, which sets out procedures for action by the school. The Brook Traffic Light Tool <https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool> provides guidance for staff to identify and respond appropriately to sexual behaviours.

Perimeter Security

Our school playground site is secured by fencing and entrances are locked during the school day. There is good signage for visitors entering the school. We recognise that there are some low-level risks with our field perimeter fencing but historical data does not suggest there is a need for further action and children are always supervised when using it.

Physical Intervention / Positive Handling

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property. We currently have four members of staff trained in 'Team Teach' Positive Handling strategies: Mrs B Knight, Mrs S Mealand, Mrs K. Small and Mrs J Ligema.

Poor Parenting

Staff are aware that this is a safeguarding issue and are vigilant about this. Staff follow the procedures for child protection outlined in this policy in any suspected case.

The Prevent Duty

See Policy on Preventing Extremism. Staff have all had training in the Prevent Programme and know and understand how to recognise the signs of possible radicalisation, and understand the procedures for reporting this to the DSM. Teaching and Learning about British Values is a core part of the PSHE and Citizenship and Values curriculum and is woven into the curriculum planning wherever applicable.

Useful References:

<https://www.gov.uk/government/publications/channel-guidance>

Referrals: nmeredith@herefordshire.gov.uk **Tel: 01432 260806.**

PSHE

See our Long Term PSHE planning document for details of teaching and learning re Safeguarding.

Racist Incidents

The school reports racist incidents online as part of LA monitoring. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. The school takes a pre-emptive stance, teaching explicitly about British Values, and staff are vigilant about any signs of radicalisation in relation to the Prevent agenda.

Risk Assessment

Teachers are required to carry out risk assessments in conjunction with any lesson planning to ensure the safety of all pupils. Risk Assessments are carried out for a range of other activities in school (please see Risk Assessment file) so that health and safety is a priority.

Safer Recruitment Policy

Our policy on Safer Recruitment makes clear our safe recruitment practices in line with the document 'Safeguarding Children and Safer Recruitment in Education (2007)'. This policy also outlines our induction schedule for new and temporary members of staff ensuring they receive child protection training.

Searching and Screening

In line with the Searching, Screening and Confiscation advice for headteachers, school staff and governing bodies (DFE January 2018) school staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are: knives or weapons • alcohol • illegal drugs • stolen items • tobacco and cigarette papers • fireworks • pornographic images • any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). Headteachers and authorised staff can also search for any item banned by the school rules which has been identified to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Confiscation: School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Sex and Relationships Education Policy

Please see separate policy for this and PSHE.

Sexually Harmful Behaviour

Staff are aware of what comprises sexually harmful behaviour and if a child is deemed vulnerable in this regard, appropriate measures are taken in terms of referrals to Social Services and Risk Assessments are put in place.

Sexting

This may be experimental or aggravated. It is illegal to take, make or distribute photos of children under 18. Children are introduced to dangers of sexting through the Sex and Relationships and E-Safety curriculum at Key Stage 2.

Site Security

Eardisley CE Primary School provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding.

Therefore:-

- Gates are kept closed during the school day, visitors gain access through the main entrance.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window will be issued with a Visitor's Badge.
- Parents, carers and grandparents attending functions have access only through the front foyer.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.

Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities, including those with difficulties in speaking, listening and communication, are most vulnerable to abuse and this forms part of the annual training for staff and volunteers. Where necessary, the school will provide additional training to staff to use other communication systems as required eg. deaf children may need an interpreter. Supervision by senior managers will be vigilant to create a protective ethos around the child. We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

Supervision

The DSL is able to give supervision to the Deputy DSL. The named governor for Safeguarding is able to give supervision for the DSL through the monitoring meetings. At supervision there is challenge of practice as well as support.

Visitors in School

Please see our policy on Visitors in School which outlines our safeguarding practices in relation to visitors. The content of any material from speakers is agreed in advance. No speaker is allowed to promote extremist views.

Volunteers in School

All volunteers have a DBS and job description which outlines their safeguarding responsibility. All volunteers who help in school or who lead clubs are invited to annual Safeguarding Training and all know to contact Bridget Knight (DSL) or Kayleigh Evans (Deputy DSL). See our Volunteers in School Policy.

Wellbeing and Mental Health

The school culture promotes strong mental health and good wellbeing through its values-based education approach. In addition, we work with Strong Young Minds to offer workshops to KS2 pupils to address mental health and run the ambassadors' scheme. Individual pupils are offered ongoing individual counselling as needed. The school works with the CAHMS team and staff have had training in attachment.

Whistle Blowing

The Public Interest Disclosure Act 1998, known as the Whistleblowing Act, is intended to promote internal and regulatory disclosures and encourages workplace accountability and self-regulation. See latest Whistleblowing policy. NSPCC Whistleblowing helpline: 08000280285,

Useful Contacts, Resources and Websites

HSCB: hscb.herefordshire.gov.uk

Herefordshire Children's Services

In office hours: MASH (Multi agency Safeguarding Hub)

01432 260800

www.herefordshire.gov.uk/MASH

01432 261628

Out of office hours: Emergency Duty Team

01905 768020

HSCB Inter-agency Child Protection Procedures www.herefordshire.gov.uk/hscb/

Manual of Child Protection Procedures available www.herefordshire.gov.uk/hscb/

West Mercia Police

08457 444888

Local Safeguarding Children: West Midlands Safeguarding Children Procedures
westmidlands.procedures.org.uk/

Herefordshire Women's Aid

01432 356146.

Local Authority Designated Officer LADO

01432 260940

lado@herefordshire.gcsx.gov.uk

NSPCC Helpline

0808 800 5000

Herefordshire PCT Safeguarding Advice

01432 363916

Prevent Duty Contact details: Prevent Team: Lesley.Clelland@Cleveland.pnn.police.uk Tel: 01642 303397.

Working together to safeguard children March 2013 Ref: DFE-00030-2013 on Common Staff

Safeguarding children and safer recruitment in education DfCSF 2010

What to do if you're worried a child is being abused – summary and poster (available to download from www.education.gov.uk _search for DFES-04319-2006).

Herefordshire Safeguarding Children Board (HSCB) Child Protection Guidelines. Available online at www.herefordshire.gov.uk/hscb

Ofsted – www.ofsted.gov.uk

Advisory, Conciliation and Arbitration Service (ACAS) www.acas.org.uk 08457 474747

Stop it Now! Campaign www.stopitnow.org.uk _Free helpline: 0808 1000 900

Childline – www.childline.org.uk

NSPCC – www.nspcc.org.uk

Direct Gov for information relating to legislation – www.direct.gov.uk

UNICEF - www.unicef.org

The Children Act 1989 – www.legislation.gov.uk/ukpga/1989/41/contents

Online Safety: A Toolkit for Early Years Settings www.plymouth.gov.uk/early_years_toolkit.pdf

Ofsted: Mobile phones, 18 Feb 2011 (available to download from www.ofsted.gov.uk search for 110003)

Reference to Additional Documents Regarding Child Protection Safeguarding Policy

- Children Act 1989 and 2004
- Convention on the Rights of the Child, UNICEF 1989

- Data Protection Act 1998
- Every Child Matters – Change for Children 2004
- Freedom of Information Act 2000
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2017
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Searching, Screening and Confiscation advice for headteachers, school staff and governing bodies (DFE January 2018)
- Sex Discriminations Acts 1975 and 1986
- Sex Discrimination (Gender Reassignment) Regulations 1999
- The Human Rights Act 2000

Further Sources of Information: from - Working Together to Safeguard Children March 2013

Safeguarding children who may have been trafficked

Safeguarding children and young people who may have been affected by gang activity

Safeguarding children from female genital mutilation

NSPCC Fact sheet FGM

http://www.nspcc.org.uk/Inform/resourcesforprofessionals/minorityethnic/female-genital-mutilation_wda96841.html

Forced marriage

Safeguarding children from abuse linked to faith or belief

Use of reasonable force

Safeguarding children and young people from sexual exploitation

Safeguarding Children in whom illness is fabricated or induced

Preventing and tackling bullying

Safeguarding children and safer recruitment in education

Information sharing

Recruiting safely: Safer recruitment guidance helping to keep children and young people safe

Safeguarding Disabled Children: Practice guidance

Department of Health / Department for Education: National Service Framework for Children, Young People and Maternity Services

DfE: What to do if you're worried a child is being abused

Department of Health: The Framework for the Assessment of Children in Need and their Families 2000

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

Recent Publications

Keeping children safe in education September 2016 (*replaces Safeguarding Children and Safer Recruitment in Education December 2006*) - to be read alongside Working Together to Safeguard Children 2013

Teacher Misconduct: the prohibition of teachers January 2014

Appendix A

Duties of the Designated Members of Staff for Child Protection Safeguarding

- To collate information when there are concerns about a child
- To contact the appropriate professionals to make a referral or to seek further advice
- To hold Group 5 training for safeguarding
- To attend appropriate child protection/safeguarding training every two years (minimum requirement)
- Deliver regular staff training on child protection/safeguarding according to the needs of the team or in response to current practices. This training must include an awareness of Eardisley CE Primary School policy and procedures.
- To hold and be conversant with Every Child Matters, the Common Assessment Framework and the inter-agency Guidelines for the Management of Child Abuse – Herefordshire Safeguarding Board.
- To be conversant with the HMSO publication 'Working Together to Safeguard Children' A guide to inter-agency working to safeguard and promote the welfare of children, March 2013.
- To ensure that all staff are aware of the role of the designated members of staff, and that staff will feel confident in approaching them with any Child Protection/Safeguarding concerns.
- To liaise with staff and class teachers providing support for children in school
- To liaise with the inter-agencies to make sure information is up to date in relation to Child Protection/Safeguarding issues eg: social care, Child and Adolescent Mental Health Services (CAMHS), education welfare service and educational psychology service. This may involve supporting or leading the formation of a 'team around the child', and/or attending case conference reviews.
- To brief staff at the start of each staff meeting of any child protection/safeguarding concerns
- To brief SMT at the start of their weekly meeting on child protection/safeguarding concerns
- To keep the Child Protection Safeguarding governor informed on a regular basis of concerns arising – at least once every 2 weeks.
- To brief admin, caretaker and support staff on a 'need to know' basis of child protection safeguarding concerns
- To review the school's accident book termly
- To review the Child Protection Safeguarding Policy annually
- To follow the Action procedures and Guidelines contained within the document

Duties of the Designated Governor for Child Protection Safeguarding

- To attend child protection safeguarding training for governors every two years
- Responsible for reporting, with the Headteacher, to the governors the number of cases (without names or details) of Child Protection issues in the school
- Ensure Child Protection Safeguarding Policy is reviewed annually

Appendix B

Herefordshire Children's Safeguarding Board (HCSB): Policies and Procedures

This is an inter-agency forum for agreeing how different services and professional groups should co-operate to safeguard children, it brings together representatives from different agencies, responsible for helping to protect children from abuse and neglect.

Local Authorities have a duty to ensure that there is a Safeguarding Board covering their area.

A Training and Development Officer is employed to provide both single and multi-agency Child Protection/Safeguarding training on a regular basis. There is currently no charge for training.

Child Protection/Safeguarding is a complex and sensitive area of work and training is strongly recommended for newly designated teachers. There is a requirement for all Designated Child Protection/Safeguarding Teachers to undertake refresher training every three years. Foundation and extended training is available for designated teachers and newly appointed Headteachers.

Members of the Safeguarding Board include a Headteacher representing Secondary schools, a Headteacher representing Primary schools and a representative of Children's Services.

Referring A Child

The procedure for responding to disclosure of abuse by a child is laid out in the Herefordshire guidelines www.herefordshire.gov.uk/hscb

- If the DSM is not sure whether to refer child, advice can be sought from MASH: 01432 260800
- If a referral is required see Appendix F Multi Agency Referral Form. Also available from www.herefordshire.gov.uk/hscb
- If a referral is to be made outside office hours contact the Emergency Duty Team 01905 768020
- If the case is an emergency the police may need to be contacted as well
- Information required:
 - Details of the concern or allegation
 - Name, DOB, address of young person
 - Details of the setting, contact details of the Headteacher DSM and DDSM
 - Additional relevant information for example ethnicity or other agencies involved

Allegations of Abuse against Education Staff

There are clear guidelines for headteachers for dealing with allegations against school staff and these are referred to in the school policy.

The named contact at Children and Young People's Directorate is Reg Marriott (Local Area Designated Officer), who must be contacted in the event of such allegations (01432 260940) email: reg.marriott@herefordshire.gov.uk Investigations will be led by Reg Marriott.

Copies of documents 'Allegations of Child Abuse' Guidance for Employees in School are available from Education Personnel 01432 260935.

Appendix C

Good Practice Guidelines for Staff

- In the event of any injury to a child, accident or otherwise, ensure that this is recorded and the recording witnessed and countersigned by another adult, usually a senior member of staff.
- Record on the Cause for Concern and Incident form (Appendix D) allegations that a child may make against a staff member e.g. 'you are always picking on me', 'don't hit me', noting the circumstances, who was present and what actually happened. Some of these allegations will be false allegations and it is important to note witnesses and facts.
- If the allegation is a serious one it should be brought **immediately** to the attention of the designated Child Protection Safeguarding officer.
- If a child touches a member of staff in a sexually inappropriate way, record what happened and ensure that another adult knows. The touch could be an innocent one but it must be made clear that the child must not touch in that place/way.
- Do not spend excessive amount of time with one child away from other people. If working in a 1:1 situation, ensure that the door stays open.
- Always tell another member of staff if an individual is working/going with a child on their own.
- As far as possible ensure that another member of staff is present or aware when personal care is given to a child. Encourage children to do as much as possible for themselves within the limits of their ability.
- Staff must be mindful of how and where children are touched.
- Do not allow children to kiss, especially on the mouth.
- A risk assessment should be carried out on children who are exhibiting serious behaviour difficulties, especially before deciding whether it is appropriate to take them out of school and what level of staffing is required.
- Physical restraint should be used only when there is a risk of harm or serious harm to the child and his/her peers, and then only in accordance with guidelines on how to hold. Any physical restraint used should be reported to the Headteacher who will complete the appropriate restraint forms (appendix E). Staff should ensure that they are familiar with the school's Use of Restraint policy.
- Always discuss any suspicions of inappropriate behaviour or abuse with the Designated Members of Staff for Child Protection/Safeguarding. Do not keep to yourself. This includes inappropriate use of school equipment (video cameras, digital cameras, internet, laptops etc). Staff should ensure they are familiar with the schools E-Safety policy and procedures.
- Adhere to the good practice guidelines regarding intimate care of children.

N.B. Breaches of the above guidelines will be addressed by management and may involve use of the disciplinary procedures.



Eardisley CE Primary School- Logging a Concern about a Child's Safety and Welfare

Pupil's name:		DOB:	Year Group:
Date:		Time:	
Name:	Position:	Signature	
Reason for recording the incident:			
Details of concern/incident – record the who/what/when/where factually (continue on reverse of sheet if necessary):			
Any other relevant information (witnesses, immediate action taken):			
Action taken:		Reporting Staff Signature: Date:	
DSL response/outcome			
DSL Signature:		Date:	

Check to make sure your report is clear now - and will be clear also to a stranger reading it next year.

PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD.