



Bishopstone C.E. Primary School

Bishopstone Church of England School, Bishopstone, Swindon, Wiltshire, SN6 8PW

Principles – Safeguarding and Child Protection Policy

This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.

“The welfare of the child is paramount.” Children Act 1989.

All action is taken in line with the following legislation/guidance:

- Keeping Children Safe in Education (DfE Sept 2016)
- South West Child Protection Procedures (SWCPP)
- Section 175 Children Act 2002
- Working Together to Safeguard Children (March 2015)
- Swindon Local Safeguarding Children Board guidance
- What to do if you're worried a child is being abused (DfE March 2015) – non-statutory advice for practitioners
- Information-sharing :advice for practitioners providing safeguarding services (DfE March 2015)
- The Prevent duty - Departmental advice for schools and childcare providers (July 2015)
- Multi-agency statutory guidance on FGM (April 2016)

We will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and the Local Authority (LA).

Our policy applies to all staff, governors and volunteers working in Bishopstone School and in positions of trust. We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.

Our Designated Safeguarding Lead (DSL) Miss Emma Lindsay is a senior member of staff, who works in line with the requirements of the role. Our Deputy DSL are Mr Phillip Anley and Miss Bethany Pearson are both available in the absence of the DSL.

Our link governor for safeguarding and child protection is Mrs Gill May.

As part of the ethos of the school, the governors and staff are committed to:

- maintaining an attitude of 'It could happen here'.
 - ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children¹;
 - understanding, and adhering to, the school's code of conduct (*Safer Working Practice Guidance for adults working with children and young people in Education settings October 2015*);
 - establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
 - supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection support plan;
- As a small school we encourage our children to talk through circle time, that we are a 'telling' school and issues are shared, they have access to teachers and TAs throughout the school day, a worry box is located in the library and as a small school we have small class sizes allowing maximum observation of the children.
- ensuring children are taught about safeguarding, including online safety, through teaching and learning opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from abuse; within Bishopstone this is done through PSHE, circle time, assemblies, computing and through a variety of mediums.



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- ensuring staff and volunteers are aware of signs and symptoms of abuse, are prepared to identify children who may benefit from early help, understand their responsibility for referring concerns to the designated safeguarding lead/deputy, know the correct procedure for referring concerns, or reporting allegations against staff, and receive appropriate training to enable them to carry out these requirements;
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
- working as an agent of referral and not of investigation
- encouraging and supporting parents/carers, working in partnership with them.

¹ Please refer to the South West Child Protection procedures for further information on safer recruitment. <http://www.online-procedures.co.uk/swcpp/contents/safer-recruitment/>
Training is available from Swindon LSCB – see www.swindonlscb.org.uk

Safeguarding issues can include one or more of the following:

- Bullying, including cyber-bullying
- Child sexual exploitation
- Forced Marriage
- Radicalisation
- Female Genital Mutilation
- Domestic Abuse
- Children missing from education
- Children missing from home or care
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Gangs and youth violence
- Gender-based violence
- Mental health
- Private-fostering
- Preventing radicalisation
- Sexting (*appendix 4*)
- Teenage relationship abuse
- Trafficking

Children with special educational needs and disabilities

As a school, we recognise that children who have special education needs and disabilities can face additional safeguarding and child protection challenges. These can include:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers



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Safeguarding pupils off-site

- Where pupils are attending off-site alternative provision it is our responsibility to ensure that they continue to be kept safe. Quality assurance of any provision used by our school is completed prior to the placement of a pupil. This includes review of the provision's safeguarding and child protection procedures and where possible a visit to the site.
- For each day that the pupil attends the off-site provision contact is made to ensure they have arrived safely.
- This process also applies where a pupil has been excluded from school, including fixed term exclusions. Contact will be made with a parent or carer to confirm their safety on each day of the exclusion.

Radicalisation

This school recognises that:-

- The positive contribution it can make towards protecting its pupils from radicalisation to violent extremism and strives to build pupils' resilience to radicalisation by promoting British Values and enabling them to challenge extremist views.
- Its role in protecting the wellbeing of particular children who may be vulnerable to being drawn into violent extremism or crime

As with managing other safeguarding risks, if a member of school staff (including regular volunteers) has concerns about a pupil, they should follow the school safeguarding procedures and discuss with the designated safeguarding lead.

CSE – Child Sexual Exploitation

This school recognises that:-

- 'CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.' (Keeping Children Safe In Education September 2016)

Female Genital Mutilation

This school recognises that:-

- 'Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.' (Keeping Children Safe In Education September 2016)

Staff and Governors recognise and understand that all of the above are forms of abuse and if there were concerns that a child was at risk or a victim of one or more of these, our safeguarding and child protection procedures would be followed

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

- Anti-bullying
- Anti-racism
- Health and Safety
- Behaviour
- Exclusions
- Equal Opportunities
- PSHE
- Internet Safety

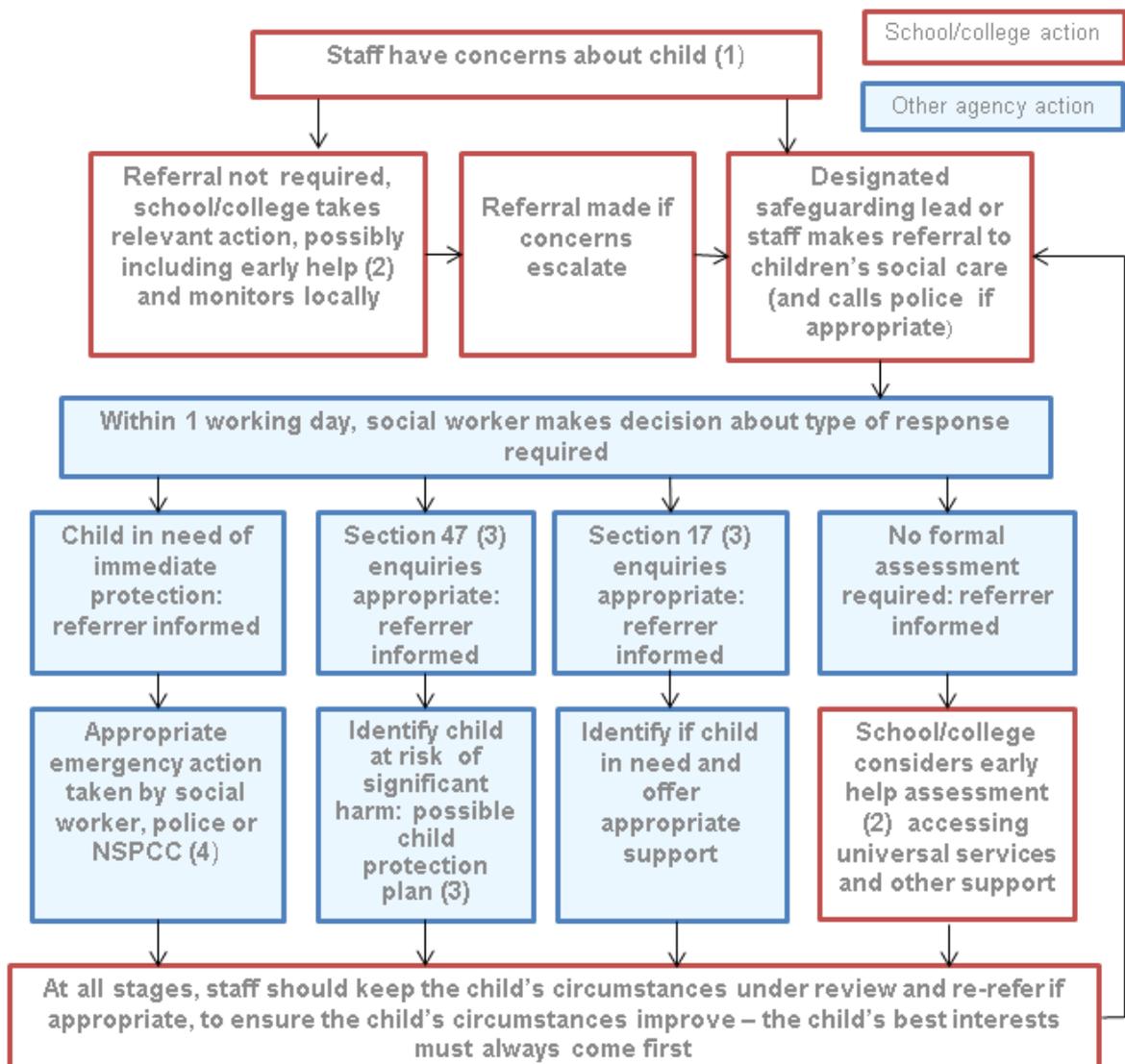


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- School Security
- Off Site Visits
- Medical Needs
- First Aid
- Whistleblower
- Recruitment

Actions where there are concerns about a child



Useful contacts:- MASH 01793 466903
Emergency Duty Service 01793 436699
E mail : FCP@swindon.gov.uk

1. In cases which also involve an allegation of abuse against a staff member, see 'Managing allegations against staff'.



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2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).
Any staff member who has a concern about a child's welfare can make a referral to social care.

Record Keeping

Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, will:-

- Make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the full date, time and location. (where possible this will be recorded onto *appendix 1* – concern / disclosure form)
- Record any observations of marks, bruises or injuries on a body map outline, with some indication given about the size and shape of the injury. **Staff will not take photographs of injuries.**
- The concern / disclosure will be discussed with the designated safeguarding lead as soon as possible.
- All hand-written records will be retained, even if they are subsequently written up onto a concern/disclosure form.

Written records of concerns about children will be kept, even where there is no need to make a referral immediately.

All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and will be kept securely, separate from other records.

A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, **noting actions and outcomes**. Significant events, for example a Team Around the Child (TAC) meeting or child protection conference should also be noted on the chronology.

The quality of child protection records will be monitored by the Head teacher / Principal. The schedule for this quality assurance will take place at least annually.

Where a child moves school, the safeguarding / child protection documentation will be passed immediately and confidentially to the receiving school, separate from general records. Where possible the DSL will arrange to meet with the DSL from the receiving school to discuss the safeguarding / child protection information in more detail. The receiving school will be asked to sign to confirm that the transfer has taken place successfully and this signed record will be kept on file. Where a pupil is transferring into our school, a request for information will be sent to the previous school if there is no evidence of a safeguarding / child protection file, when records are received. This will prompt the previous school to check whether any safeguarding / child protection records exist.

Confidentiality will be maintained and information relating to individual pupils / families shared with staff on a strictly need to know basis.

Joint investigation procedures – for guidance on the joint investigations see *appendix 2*

There are occasions when social care will contact school and request a phone number for a parent or carer. The caller's identity will be verified before releasing this information and the school should confirm with social care whether or not the family should be informed about the request.



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Managing Allegations against Staff

If you become aware that a member of staff may have:

- behaved in a way that has harmed, or may have harmed a child or
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

The child and/or alleged abuser SHOULD NOT be questioned but a record made of what has been reported.
The alleged abuser should not be informed of the allegation at this stage.

Report immediately to your Head Teacher (or the Chair of Governors if the allegation is about the head teacher)

(or in their absence, the Deputy Head, or designated safeguarding lead)

Report the allegation to MASH

Please state to the advice and information officer who takes your call that you are calling in relation to an allegation against staff. MASH will alert the LADO of your call.

Please call one of the following numbers:

01793 466849

Within one working day

The LADO will decide on further action:

- No Further Action after Initial Consideration and Closure, or
- Advice and Follow Up from LADO, or

No further action by the LADO The school may be asked to complete their own enquiries and report the findings back to the LA at the conclusion.

Further action - The LADO will agree with the police whether or not a strategy meeting (police involvement) or an allegations meeting needs to take place.

If a strategy discussion is not required, an **allegations management meeting** will be held. The main purpose of this is to ensure the safety of the child/ren and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.

Allegations strategy discussion

This will take place if the child has suffered significant harm / is at risk of suffering significant harm, or if the alleged behaviour may constitute a criminal offence related to the child.



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The Head teacher / Principal / Chair of Governors will be invited to these meetings.

This document is intended for use as a guide. Please refer to:

1. Keeping Children Safe in Education Sept 2016
2. The Multi-Agency South West Child Protection Procedures at www.swcpp.org
3. Swindon LSCB guidance [A guide for employers contributing to strategy discussions or allegations management meetings Sept 13](#)

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

The school has a code of conduct in place, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.

Historical allegations of abuse should also be referred to the police.

Concerns about safeguarding practice within our school / college

- Staff and volunteers follow the whistle-blowing guidance (included in Safer Working Practice) to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime.
- Where a member of staff feels unable to raise a concern with their employer or feels that their genuine concerns are not being addressed, the NSPCC whistle-blowing helpline is available to them.

Working with Parents and Carers

- This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils and our duty of care. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer. The procedures we follow have been laid down by the South West Child Protection Procedures, and are in accordance with Swindon Borough Council guidance. www.swcpp.org.uk
- Parents/carers will be made aware of the school's safeguarding and child protection policy via the school website. The policy and procedures will also be shared at transition meetings with parents and careers of new pupils.
- Concerns will be discussed with parents/carers. Where a referral is needed, the designated safeguarding lead should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. Our first priority is the child's welfare. Advice will be taken from MASH (Family contact point and Multi Agency Safeguarding Hub) when required.

Training

- The designated safeguarding lead and deputy undergo training to provide them with the knowledge and skills required to carry out their roles. This is updated every 2 years. In addition to this formal training, their knowledge and skills are updated at regular intervals but at least annually. This is via newsletters, meetings and reading. The formal training is accessed from the Local Safeguarding Children Board www.swindonlscb.org.uk.
- All staff and volunteers working in our school receive regular safeguarding and child protection training and updates, as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.
- Adults visiting the school (including temporary and supply staff) are made aware of basic information in respect of the school's safeguarding and child protection procedures, including the name of the designated safeguarding lead.
- All new staff receive basic awareness safeguarding and child protection training as part of their induction. (This may take the form of 'in-house' training or through the LSCB)
- Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.



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- The designated safeguarding lead and their deputy keep up to date with local and national advice and guidance on safeguarding and child protection, and attend additional training as is necessary to effectively fulfil their roles.
- Training records are kept up to date, recording the date, focus and level of training received by individuals.
- See *appendix 3* for types of abuse (Keeping Children Safe in Education)

The Role of the Governing Body

- The Governing Body ensures that all statutory duties with regard to Safeguarding and Child Protection are fulfilled, as detailed in 'Keeping Children Safe in Education' Sept 2016, chapter 3.
- The school completes an annual review or audit of school safeguarding in partnership with the designated governor for safeguarding.
- The Governing Body ensures that where weaknesses are identified; within the annual school safeguarding audit; through on-going monitoring of safeguarding and child protection procedures; other sources, these are addressed explicitly within the School Improvement Plan. The Governing Body regularly monitors the implementation and impact of the identified actions.
- The Designated Governor for Safeguarding and Child Protection is Mrs Gill May, in liaison with the designated person, ensures that the school has robust safeguarding and child protection policy and procedures in place, which are known to all members of staff, and up-dated at least annually.
- The Governing Body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection, in line with SBC LA 'Safeguarding Guidance for Commissioned Extended School Provision and Lettings'.

Safer Recruitment

- Safer recruitment procedures are in line with the current legislation, Keeping Children Safe in Education, July 2016. This is where further detail can be found.
- An enhanced DBS certificate, which includes barred list information, is required for any staff and volunteers who will be engaging in regulated activity (working unsupervised with children). For all other staff and volunteers who have opportunity for regular contact with children, but who are not engaging in regulated activity, an enhanced DBS check, which does not include a barred list check, will be appropriate.
- In addition, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.
- A single central record is kept by the school and meets the requirements as set out in chapter 3 of 'Keeping Children Safe in Education' (Sept 2016)

Review

This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

Governor's committee responsible: Performance and Standards

Link Governor for safeguarding: Gill May

Status and review cycle: Statutory Annual review required

Policy approved by **Emma Lindsay**

Designation.....**Designated Safeguarding Lead**

Signed *Emma Lindsay*

Date..... March 2017

Review due.....March 2018



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Appendix 1 Concern / Disclosure Form

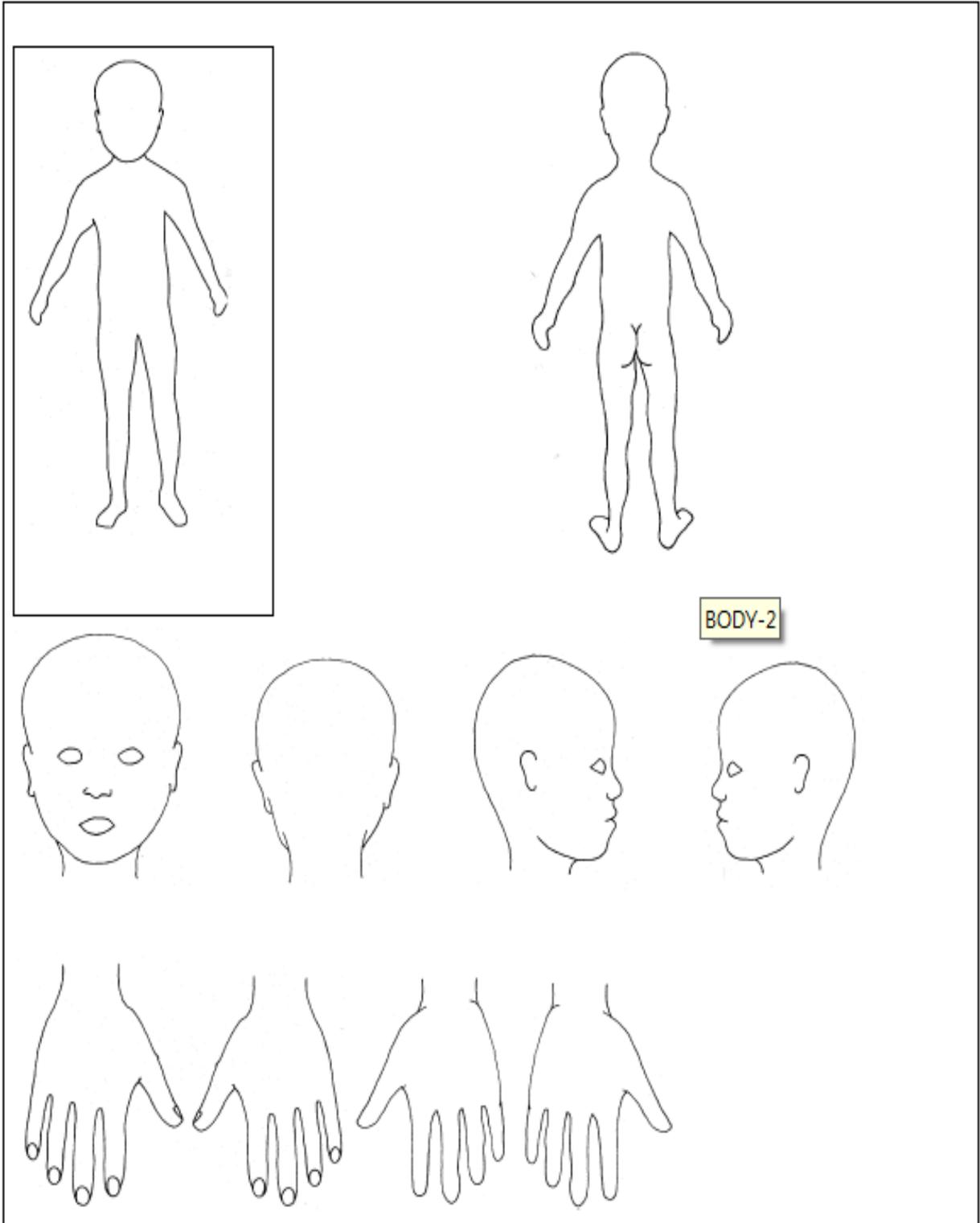
CONFIDENTIAL

Date:		Name and role of person completing form	
Time:		Date and time read by the Designated Safeguarding Lead/Deputy DSL	
Name of child:		Name and role of person child disclosed to/ reporting C.P. incident/ concerns	
Details of disclosure by child / incident / concerns			
Action taken by person(s) above:			



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Date of notification to DSL/ deputy:		Name of DSL/ deputy:
Detail of decision / action by DSL or deputy:		
Reason(s) for this decision or action by DSL or deputy:		
Notes of feedback between DSL / deputy and the person who raised this concern, including date of feedback:		
Record of discussion with another professional (giving full name/ role and agency)		
Tick to confirm added to pupil's chronology and copy placed in pupil's safeguarding file		
Date for review:		Name of person(s) to review:



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Appendix 2 Guidance About Joint Investigations (Social Care and Police) which take place in Schools

- School will receive a phone call to let them know that a joint investigation has been agreed, following the Strategy discussion / meeting
- School will be informed at this stage whether parents/carers have been informed about the joint investigation taking place
- A social worker will attend, accompanied by a police officer (most likely to be a Police officer from the Child Abuse Investigation Team or the Domestic Abuse Investigation Team). The Police will be plain clothed and will attend in an unmarked car.
- The professionals will speak to the child on arrival and establish whether they wish someone from school to be present during the interview
- The interview will be recorded in note form by the Police
- If a disclosure is made, the interview will be stopped and will continue at Gable Cross Police station. This will be a video interview. A member of school staff may accompany the child/young person to the Police station only if required
- There is no requirement for members of school staff to record minutes / notes during the school meeting, as this could jeopardise possible future court outcomes
- The decision of the timings to inform parents will be agreed by the social worker and the Police, prior to the meeting.

Appendix 3 - Types of abuse and neglect (Taken from Keeping Children safe In Education , Sept 2016)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also 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 adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance



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

Appendix 4 – Managing Cases of Sexting

Staff will follow normal safeguarding procedures if they have concerns about pupils being involved with sexting. If a device is involved, staff will endeavour to secure the device and switch it off. They will then report immediately to the DSL or deputy DSL.

The DSL / deputy will consider the following:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If staff recognise the child as more vulnerable than is usual (ie at risk).
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender/recipient may add cause for concern (ie difficult home circumstances).

If these characteristics present cause for concern, then the DSL or deputy will escalate and make a referral to children's social care. The police may also be contacted at this point.

If these characteristics do not present cause for concern, then staff will manage the situation accordingly.

A record of the incident will be made, including actions taken / not taken and the justification for these decisions (linked to the points above). (Above guidance taken from UK Safer Internet Centre and SWGfL guidance 2016)

Appendix 5 - Pathway To Follow When Children Are Not Collected From School

- The school will attempt to contact parent(s)/carer(s) and other authorised contacts.
- Half an hour after the end of school day/agreed collection time, if the school is unable to make contact, the school will contact the Referral Team to warn them of the situation, making it clear that at this stage it is just for information.
- Wherever possible the school will make a visit to the home, in case the parent/carers is present but not contactable via telephone.
- School will prepare the information which will be required by the Referral Team, as far as possible.
- An hour after collection time or by 4.30, whichever is the sooner, school will again contact the Referral Team, who will then provide support and guidance.