



Innsworth Schools' Partnership

Safeguarding Policy (Child Protection)

Ratified: November 2017

Review: November 2018

This policy should be read in conjunction with:

**Safer Recruitment Policy
Conduct Policy (Whistle Blowing)
Behaviour Policy
Equalities Policy
Anti Bullying and Hate Policy
Early Help Offer**

Safeguarding Policy for Innsworth Schools' Partnership

Child Protection Statement

Innsworth Schools' Partnership recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

We have a designated senior person for child protection who has received appropriate training and support for this role. We have a Family Liaison Adviser and are proactive in providing 'early help'.

Designated Safeguarding Lead

Head Teacher: Lisa Jones

Deputy Designated Safeguarding Leads

Sheena Steele, Gosia Kiciak & Lucy Monk

We have a nominated and trained Governor responsible for safeguarding and child protection.

Nominated Governors

Sarah Duffy

Our policy applies to all staff, governors and volunteers working in the school and all children and families using our services.

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child Protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. There is a requirement that all staff are aware and comply with 'Keeping children Safe in Education' (2014)

Child refers to all young people who have not yet reached their 18th birthday. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

The main elements to our policy are:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children Raising awareness of child protection issues and equipping children with the skills needed to keep them safe. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse

- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children's Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

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

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board (GSCB) and take account of guidance issued by the Department for Education to:

- Ensure we have a designated safeguarding lead (DSL) who has received appropriate training and support in this role. Training for DSLs and Deputy DSLs is updated every two years.
- Ensure we have a nominated governor responsible for child protection who has received the appropriate training.(Sarah Duffy).
- Ensure every member of staff (including temporary, supply staff and volunteers) and Governing Body knows the name of the DSL and have received a safeguarding induction in the first 7 days of employment.
- 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. All staff receive Child Protection Training, provided by GSCB at least every three years with further relevant updates to procedures as required.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Use CPOMS (Child Protection Online Management System) to keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Use CPOMS to ensure all records are kept securely online with a double lock access system.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer (use GSCB Allegations Management Procedures).
- Ensure safe recruitment practices are always followed (Safer Recruitment Policy 2016).
- Ensure all staff have read and understood Keeping Children Safe in Education part 1.
- Maintain awareness of safeguarding issues and pastoral concerns by having a standing item on staff meeting and FGB agendas.
- Ensure a comprehensive offer of early help facilitated by our Family Liaison Advisor.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. Staff need to be aware that female genital mutilation is still practiced in some cultures. A request for a long leave of absence together with any talk surrounding becoming a woman should raise a possible concern.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, sexuality and gender identity issues
- Involved directly or indirectly in prostitution or child trafficking
- Do not have English as a first language

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 child through:

- The content of the curriculum and making use of the PinK Curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred. (See Behaviour Policy).
- Liaison with other agencies that support the pupil such as social services, Children and Young Peoples Services, Adult Mental Health Service, Education Welfare Service, Family Information Services and Educational Psychology Service.
- Ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- We also request the transfer of records from previous settings using the letter and form in the appendix of this policy.
- Securing permission to share information wherever possible and passing on all pastoral information to the next school when children move on.

The role of staff is:

- To provide children with a safe and nurturing environment and be vigilant about all aspects of safeguarding following the procedures set out in The Gloucestershire Safeguarding Children's Board Safeguarding Handbook.

http://www.gscb.org.uk/media/1204/dcpo_handbook_version_live10_-_jan_16-31580.pdf

This is a live document and should not be printed or downloaded but referred to online.

The role of the Governing Body is:

- To be aware of its responsibilities regarding policy, procedures, monitoring compliance and reporting, as set out in the DfE and Gloucestershire Safeguarding guidance. The website is <http://www.gscb.org.uk>

Types of abuse and neglect

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 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.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child sexual exploitation (CSE) - see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) - see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking
- honour based violence
- peer on peer abuse
- hate
- radicalisation

The school uses staff meetings and briefings to keep up to date with relevant issues and current best practice. All staff are kept aware of organisations who can offer advice and support and encouraged to use the GSCB safeguarding handbook.

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

APPENDIX

Overview of Procedures – For specific ‘live’ guidance please refer to The Gloucestershire Safeguarding Children’s Board Safeguarding Handbook.

http://www.gscb.org.uk/media/1204/dcpo_handbook_version_live10_-jan_16-31580.pdf

Action to take if child abuse is suspected

Any suspicions of abuse must be reported to the headteacher, who is the designated safeguarding lead (DSL) at school.

Action to take if a child reveals information involving any form of abuse

Take what the child says seriously.

React calmly because over-reacting can frighten the child and compound feeling of guilt.

Tell the child that he/she is not to blame. Children are the victims of child abuse, never the cause.

Explain to the child what will happen next as early as possible.

Check your understanding with the child of what has happened if you are unclear as to what he/she is telling you.

Keep questions to a minimum and never lead the child as leading questions may invalidate the child’s testimony in court.

Use the words the child uses.

Record your conversation with the child as soon as possible after the event.

DO NOT:

Promise the child that you will not tell anyone else. Instead explain that to help them stop the abuse you will need to talk to the headteacher.

Alleged Child Abuse by Parent:

Once suspected abuse has been brought to the Headteacher’s attention, she will look into the matter by:

- Discussing any known marks with the child [if marks on the body are the reason for suspicion].
- Contacting the parents if suspicions about marks on body are justified or a child’s conversation has aroused concerns about inappropriate adult behaviour.
- Contacting the CYPD (Children’s Helpdesk on 01452 426565) if belief that suspicions/information is well founded and act on their instructions.
- If uncertain then by monitoring the situation and recording dates, times, incident, situations/environment, who said what in quotes.

Alleged Child Abuse by Member of Staff:

Any adult in school suspecting child abuse by a member of staff should:

- Inform the Headteacher immediately
- The Headteacher will contact the CYPD Children’s Helpdesk on 01452 426565 and act on their instructions.
- The Headteacher will contact the LADO (Local Authority Designated Officer)
- The Headteacher will inform the Chair of Governors

Alleged Child Abuse by the Headteacher:

□ This should be reported to the Senior Teacher (carrying responsibility after the Headteacher) who would contact the Chair of Governors or the designated governor who has responsibility for safeguarding. He/she would then contact the LADO (Local Authority Designated Officer) on 01452 426994.

Innsworth Infant School
Luke Lane
Innsworth
Gloucester GL3 1HJ

Telephone: (01452 730780)
Email: admin@innsworthinfant.gloucs.sch.uk
Website: www.innsworthinfant.org.uk

Executive Headteacher:
Mrs Lisa Jones B.A.Ed.(Hons), N.P.Q.π.



Innsworth Junior School
Rookery Road
Innsworth
Gloucester GL3 1AX

For the attention of the Designated Safeguarding Lead

<<Date>>

Dear Sir/Madam

Child Protection/Safeguarding Records

In accordance with the Education Child Protection procedures, you are required to pass on any safeguarding records you may have on any pupils joining a new school/college. I attach details of the pupil(s) who left your school to join the Innsworth Schools' Partnership.

Please use the attached form to indicate whether there is any Child Protection or safeguarding documentation for each pupil and please return this sheet with any relevant paperwork in a sealed envelope marked "strictly confidential". If there is documentation enclosed, it would be best to send this through registered post. Any records passed onto me will be kept confidentially in a locked cabinet in accordance with the Education Child Protection procedures.

I would appreciate a response to this request as soon as possible.

Please do not hesitate to contact me should you wish to discuss this further or to add any extra information to the records you have.

We would be very grateful if you could please complete this form and send (with any relevant documentation) via registered post.

If there is no documentation please can you just return the form via email to head@innsworthinfant.gloucs.sch.uk

Yours sincerely

A handwritten signature in black ink that reads 'Lisa Jones'.

Lisa Jones
Executive Headteacher

Innsworth Infant School
Luke Lane
Innsworth
Gloucester GL3 1HJ

Telephone: (01452 730780)
Email: admin@innsworthinfant.gloucs.sch.uk
Website: www.innsworthinfant.org.uk



Innsworth Junior School
Rookery Road
Innsworth
Gloucester GL3 1AX

Executive Headteacher:
Mrs Lisa Jones B.A.Ed.(Hons), N.P.Q.H.

Please return to:

Lisa Jones
Executive Headteacher
Designated Safeguarding Lead
At either address above

Child Protection/Safeguarding Records

Name of Pupil:

Does this pupil have Child Protection or safeguarding Documentation? Yes/No

Form completed by:

Signature:

Date:

Print Name:

Position Held:

School: