



Goodrich Church of England Primary School

Child Protection/Safeguarding Policy and Procedures
Date: September 2018

Headteacher: Mrs. Karen Miles

Governor: Mr. Darryl Williams

Policy Review date: September 2019 (or when guidance changes)

At Goodrich C of E Primary School every child's welfare is our paramount concern

All schools have a statutory duty to have a Child Protection/Safeguarding Policy. The Designated Safeguarding Lead (DSL) for Child Protection/Safeguarding is Mrs Karen Miles. The Deputy Designated Safeguarding Lead (DDSL) is Mrs Lisa Taylor. The school complies with the HSCB (Herefordshire Safeguarding Children's Board) guidance for Child Protection/Safeguarding. Please follow this link: <http://hscb.herefordshire.gov.uk>

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

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.

Mr Darryl Williams is the governor responsible for Child Protection /Safeguarding

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)
Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- Herefordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2016) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2018)
- Inspecting safeguarding in Early years education and skills (2018 update)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)

Goodrich C of E 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.

The school will safeguard and promote the welfare of children by:

- protecting children from maltreatment
- preventing impairment of children's health or development
- 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

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.

All staff and governors are expected to make themselves familiar with 'Keeping children safe in education' and 'Working together' and apply the Safeguarding and Child Protection policy as soon as possible after the date of release.

Within this guidance the term 'must' means that this is a statutory duty. The term 'should' means that this should be done unless it is reasonable to do something different.

Keeping children safe in education 2018 emphasises key groups/aspects which apply to our school:

- Looked after children
- Previously looked after children
- Children with special educational needs and disabilities
- Peer on peer abuse (see appendix 16) is taken seriously. Additional staff training has been actioned

Local context

We work in line with West Midlands Safeguarding Partners and their local procedures
<http://westmidlands.procedures.org.uk>

Site Security

Goodrich C of E 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 lanyard.
- Parents, carers and grandparents attending functions have access only through the front foyer, with tickets for visitors for appropriate school events
- 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.

Definition

This policy adopts the definition used in 'Keeping children safe in education' (2018) which focuses on safeguarding and promoting children and young people's welfare and can be summarised as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing 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.

Aims

This policy will contribute to the prevention of abuse by:

- Clarifying standards of behaviour for staff and pupils;
- Ensuring staff receive the latest training eg KCSIE 2018, Part 1 and Annex A
- Introducing appropriate work within the curriculum;
- Developing staff awareness of the causes of abuse;
- Recognising that children with SEND may be vulnerable to abuse and need specific support:
- Recognising that looked after or previously looked after children may be vulnerable to abuse and need specific support
- Encouraging pupils and parental participation in practice; and
- Addressing concerns at the earliest possible stage.

This policy will contribute to the protection of our children by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils; parents and agencies.
- Directing concerns about pupils in specific circumstances (e.g. pupils at risk from being drawn into extremism) to relevant government guidance.

This policy will contribute to supporting our children by:

- Identifying named member of staff with responsibility for looked after and previously looked after children who will liaise with parents, carers and all agencies and recognising that they may be more vulnerable
- Identifying a named member of staff with responsibility for children with special educational needs and disabilities who will liaise with parents, carers and all agencies and recognising that they may be more vulnerable
- Recognising that some children's mood and/or behaviours and/or needs may make them at risk of peer group isolation and offering greater pastoral support in those instances
- Senior leaders supporting children, staff and parents with specific needs

- Recognising the some children may be vulnerable through parents being in prison, being at risk of homelessness, taking part in the court system or through issues around 'County Lines'
- Identifying individual needs; and where possible
- Designing plans to meet needs.
- Reviewing our plans to check that they are working and adapting as and when needed
- Ensuring that we have at least 2 emergency contact numbers for every child
- Ensuring that staff induction includes our policies on behaviour, CME, child protection and the staff code of conduct as well as information about DSL/DDS

Definitions of abuse

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, anal or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. The 'Brook traffic light Tool' is a useful document in order to discriminate between exploratory play appropriate to a child's developmental age and what may be abuse. The sexual abuse of children by children is a specific safeguarding issue.

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 VIOLENCE

It is now generally acknowledge that domestic violence 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 DLS/DDLS has responsibility for deciding whom to inform.

The impact of domestic abuse on the quality of a child's or young person's life is very significant. Children and young people who live with domestic abuse are at increased risk of behavioural problems, emotional trauma, and mental health difficulties in adult life.

The impact of domestic abuse on children and young people can be wide-ranging and may include effects in any or all of the following areas:

Physical: Children and young people can be hurt either by trying to intervene and stopping the violence or by being injured themselves by the abuser. They may develop self-harming behaviour, or eating disorders. Their health could be affected, as they may not be being cared for appropriately. They may have suicidal thoughts or try to escape or blank out the abuse by using drugs, alcohol or by running away.

Sexual: There is a high risk that children and young people will be abused themselves where there is domestic abuse. In homes where living in fear is the norm, and situations are not discussed, an atmosphere of secrecy develops and this creates a climate in which sexual abuse could occur. In addition to this, children and young people may sometimes be forced to watch the sexual abuse of their mother/carer. This can have long-lasting effects on the sexual and emotional development of the child/young person.

Economic: The parent or carer of the child or young person may have limited control over the family finances. Therefore, there might be little or no money available for extra-curricular activities, clothing or even food, impacting on their health and development.

Emotional: Children and young people will often be very confused about their feelings – for example, loving both parents/carers but not wanting the abuse to continue. They may be given negative messages about their own worth, which may lead to them developing low self-esteem. Many children and young people feel guilty, believing that the abuse is their fault. They are often pessimistic about their basic needs being met and can develop suicidal thoughts. Some children and young people may internalise feelings and appear passive and withdrawn or externalise their feelings in a disruptive manner.

Isolation: Children and young people may become withdrawn and isolated; they may not be allowed out to play; and if there is abuse in the home they are less likely to invite their friends round. Schooling may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from school as they may be too scared to leave their mother alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

Threats: Children and young people are likely to have heard threats to harm their mother/father. They may have been directly threatened with harm or heard threats to harm their pet. They also live under the constant and unpredictable threat of violence, resulting in feelings of intimidation, fear and vulnerability, which can lead to high anxiety, tension, confusion and stress.

This clearly highlights that living with domestic abuse has a significant impact on a child's ability to achieve the five outcomes as outlined in the *Every Child Matters* agenda:

- be healthy;
- stay safe;
- enjoy and achieve;

- make a positive contribution;
- achieve economic well-being.

What we might see in school

- Unexplained absences or lateness – either from staying at home to protect their parent or hide their injuries, or because they are prevented from attending school;
- Children and young people attending school when ill rather than staying at home;
- Children and young people not completing their homework, or making constant excuses, because of what is happening at home;
- Children and young people who are constantly tired, on edge and unable to concentrate through disturbed sleep or worrying about what is happening at home;
- Children and young people displaying difficulties in their cognitive and school performance;
- Children and young people whose behaviour and personality changes dramatically;
- Children and young people who become quiet and withdrawn and have difficulty in developing positive peer relations;
- Children and young people displaying disruptive behaviour or acting out violent thoughts with little empathy for victims;
- Children and young people who are no trouble at all.

This list is not exhaustive – this is intended to give you an idea of some of the types of behaviour that could be presented.

What we can do

Schools can create an environment which both promotes their belief and commitment that domestic abuse is not acceptable, and that they are willing to discuss and challenge it.

For many victims, the school might be the one place that they visit without their abusive partner.

It would help if schools displayed posters or had cards/pens available with information about domestic abuse and contact details for useful agencies: for example, NSPCC **0808 800 5000** and ChildLine **0800 11 11**; Parentline **0808 800 2222**;

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which male power is used to control women. The underlying attitudes which legitimate and perpetuate violence against women should be challenged by schools as part of the whole school ethos.

We support individual children and young people by:

- Introducing a **whole-school philosophy** that domestic abuse is unacceptable;
- **Responding to disclosures** and potential child protection concerns; recognising that domestic abuse and forced marriage may be a child protection concern; policies and procedures must include domestic abuse;
- **Giving emotional support** – the child or young person might need referral to a more specialist service or need additional support to complete coursework, exams etc.;
- **Facilitating a peer support network** – children and young people can become isolated but often welcome talking to friends about their problems;
- **Offering practical support** – if children or young people are new to the school they may not yet have a uniform, they may also need financial help with extra-curricular activities, or they may be unfamiliar with the syllabus, the area, where to hang out, etc.;
- **Providing somewhere safe and quiet** to do their homework or just to sit and think;
- **Improving the self-esteem and confidence** of children and young people by:
 - offering them opportunities to take on new roles and responsibilities;
 - offering tasks which are achievable and giving praise and encouragement;
 - monitoring their behaviour and setting clear limits;
 - criticising the action, not the person;
 - helping them to feel a sense of control in their school lives;
 - involving them in decision making;
 - helping them to be more assertive;
 - respecting them as individuals;
 - encouraging involvement in extra-curricular activities.

Children who may require early help

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSI any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

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. Additional barriers can exist when recognising abuse and neglect in relation to children with SEN and disabilities. This is reflected in training.

- 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.
- Children missing from Education (CME)

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

The government guidance ‘What to do if you think a child is being abused’ is a useful guide. Below is a link to ‘Working together to safeguard children and ‘Keeping children safe in education’.



Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence**
- **Children who are showing early signs of abuse and/or neglect.**

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s impairment without further exploration;
- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- ❖ Communication barriers and difficulties
- ❖ Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child’s understanding of abuse.
- ❖ Lack of choice/participation
- ❖ Isolation

Peer on peer abuse

Keeping children safe in education 2018 makes peer on a peer abuse guidance very clear.

Peer on peer abuse can take different forms eg

- bullying
- physical abuse
- sexual abuse, harassment and violence, including sexting
- initiation ceremonies
- gender based violence

Sexting if defined as images or videos generated:

- by children under 18
- of children under 18

that are of a sexual nature or are indecent.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

'Governors and proprietors should ensure the child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse.'

- Peer on peer abuse will be treated as a safeguarding issue;
- Peer on peer abuse will be investigated as other safeguarding issues
- Staff will be mindful of gender issues that can be prevalent when dealing with peer on peer abuse

How is the risk of peer on peer abuse minimised?

- Through a culture of mutual respect – our work on rights respecting schools
- Through having clear behaviour policy and procedures
- Through giving children a variety of ways of sharing concerns
- Through involving children, parents and governors input into creating and reviewing systems that work eg trust boxes, nominated adults for vulnerable children, surveys, pupil council
- Through taking it seriously. This is not 'banter' 'having a laugh' or 'part of growing up'

How are allegations investigated and recorded?

- All allegations are taken seriously
- A senior member of staff will investigate and record that investigation
- Parents will be involved on the day that an allegation is made
- All parties involved will be listened to
- All conversations and actions will be recorded
- Through support from outside agencies if needed

How are victims and perpetrators supported?

- Through listening
- Through peer support
- Through additional adult support at all/any time of day
- Through social stories to develop empathy and understanding
- Through sanctions where needed
- Through regular meetings between school and home until any concerns are resolved and children are safe and happy
- Through giving positive reinforcement

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

Roles and responsibilities

Staff are trained to recognise and act upon all child protection concerns promptly. If a child is at immediate risk of harm or is in danger a referral will be made immediately. Anyone can make a referral.

All staff and governors have received the Universal, Targeted and Specialist Training as outlined by the HSCB Training Pathway.

- All staff and Governors will be briefed, annually, on the key expectations as set out in this policy or as updates are given, for example Peer on peer abuse
- All staff and governors have regular update training and online training eg CSE
- DSL/DDSL will be trained every 2 years and will have annual updates - Specialist designated lead training
- DSL/DDSL will be available for staff to share concerns with
- DSL is responsible for all aspects of safeguarding within the school.
- DDSLs are responsible for ensuring that safeguarding in the curriculum is embedded
- An annual review of training needs will identify any staff that will need basic or advanced training and appropriate steps will be taken to redress the gap. E learning provides support for ensuring that staff are confident in their roles
- All new staff will be DBS checked at Enhanced Level as well as Disclosure by Association guidance

In the event that a child makes an allegation of abuse about an adult or another child or young person, a member of staff should:

- Listen to the child and let the child know that they may need to tell someone else, in order to safeguard the child or others from harm and secure the help they may need.
- **Never make a promise to keep what they have been told a secret;**
- Listen to them and/or closely observe their presentation and behaviour;
- Let them know that what they are saying is being taken seriously;(e.g. through focused listening skills)
- Never attempt to question or interview them themselves;
- Keep a record of concerns in order for the police or Children's Services to investigate the matter correctly and retrieve information accurately.
- Inform the designated Designated Member of Staff (DSL) or Deputy(DDSL) for child protection

Staff Must:

- Make it clear that conversations are not confidential and information disclosed by the child in confidence may have to be acted upon and shared with other people.
- Act promptly with regard to any allegations and disclosures and alert the designated safeguarding officer
- Ensure that, notwithstanding the obligation to disclose information to the designated Safeguarding officer, the information is treated sensitively. Appropriate steps should

be taken to ensure that information is not discussed publicly within the hearing of pupils or visitors.

All staff need to be alert to the signs of abuse (physical, sexual, emotional, neglect) self-harm, pregnancy, concerns about possible 'forced' marriages, female genital mutilation, pupils at risk of being influenced by extremism/radicalisation and young carers at risk of socio-economic factors which may affect their development.

Sometimes a member of staff may just feel concerned about a child and be uncertain whether to share these concerns or not. In this situation the member of staff should always raise the concerns with the designated Designated Member of Staff (DLS) for Child Protection.

HBT

A pupil coming out as lesbian, gay, bisexual or trans does not constitute a safeguarding risk and the information should be treated as confidential

- **Disclosing someone's sexual orientation or gender identity, whether they are staff or pupils, without their consent is a breach of confidentiality. This includes disclosures to a pupil's parents or carers**

Designated member of staff/Deputy designated member of staff for child protection

- The DLS is Karen Miles. The DDSL is Lisa Taylor. In their absence, Claire McKeown, the DSL at Whitchurch Church of England Primary School has lead responsibility, management oversight and accountability for child protection. The DSL is responsible for oversight of child protection activity including PREVENT. Lisa Taylor is named officer for LAC and children previously LAC, who liaises with Virtual School Headteacher.
- Where the school has concerns about a child, the DSL/DDSL will decide what steps should be taken. Should a referral to an outside agency be necessary the DSL/DDSL will follow the Herefordshire Safeguarding Board procedures and refer to the MASH team (01432 260800). The DSL/DDSL may need to discuss this referral with the child and, if it is deemed appropriate and does not place the child at risk, the parents.
- Child Protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL/DDSL feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.
- Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; the school will not keep family files. Files will be kept for at the least the period during which the child is attending the school, and beyond that in line with current data legislation (25).
- **No disclosure must be made to a parent if this would put the child or staff at risk of significant harm.**
- If a student moves from our school, child protection records will be forwarded on to the DLS at the new school, with due regard to their confidential nature. Transferring schools will forward child protection records to their new destination in their entirety and will not photocopy any documentation contained in the file. Schools are permitted to keep a copy of the chronology sheet for their own records. Contact between the two schools may be necessary, especially on transfer from primary to secondary schools. A record of this information handover will be retained.
- If a student is permanently excluded and moves to a student referral unit, child protection records will be forwarded on to the relevant organisation.
- When a DSL/DDSL resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

The Governing Body

- The nominated child protection & LAC governor is Mr. Darryl Williams.
- The nominated governor is responsible for liaising with the Headteacher/ DSL over all matters regarding child protection issues. The role is strategic rather than operational and will not be involved in concerns about individual pupils. The governor will check that all staff have read 'Keeping children safe in education' 2018. All governors will be subject to an enhanced DBS check
- The governing body and SLT will ensure that the school:
 - Has a child protection policy in accordance with the procedures of Herefordshire Safeguarding Children Board.
 - Operates, "safer recruitment" procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers.
 - Ensures that the DSL/DDSL attend appropriate refresher training every two years.
 - Ensures that all other staff who work with children undertake training annually.
 - Ensures that temporary staff, volunteers and visitors to the school are made aware of the school's arrangements for child protection and their responsibilities. All volunteers are DBS checked
 - Remedies any deficiencies or weaknesses brought to its attention without delay.
 - Have procedures for dealing with allegations of abuse against staff/volunteers.

Working with other agencies to protect children

In general the school will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

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.

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

The DSL/DDSL 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 DLS/DDLS 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.

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)

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

Consider referral using multi-agency referral form

For detailed information on making a referral and the form contact the Herefordshire Early help team

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.

Multi-agency work

- The school works in partnership with other agencies in the best interests of the children. Therefore the school will, where necessary, liaise with the school nurse, and make referrals to MASH 01432 260800. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their practice supervisor or team manager.
- The school will co-operate with any child protection enquiries conducted by Children's Social Care. Furthermore the school will ensure representation at appropriate inter-agency meetings such as initial and review child protection conferences, core group meetings and integrated support plan meeting
- Where a child in school is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

A Safer School culture

Safer Recruitment (See Appendices)

- The school pays full regard to 'Safeguarding Children and Safer Recruitment in Education' (DfES 2007). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS) as well as Disclosure by Association. All staff and volunteers will receive enhanced level DBS checks.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The DSL, the Chair of Governors, designated member for child protection have taken the safer recruitment training. One of the above will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.
- All governors, the head teacher and deputy head teachers are subject to S128 check

Staff support

- The school recognises the stressful and traumatic nature of child protection work and supports staff by providing an opportunity to talk through their anxieties with the DLS and to seek further support as appropriate.

Physical Contact with Pupils/Restraint

- Goodrich CE Primary School recognise that staff only need to intervene physically as a last resort. Physical intervention will be used when an individual poses an immediate risk to themselves, others or school property. Physical intervention will be used in line with the government guidance contained Keeping children safe in Education 2018. At all times physical intervention must use the minimum amount of force for the minimum amount of time necessary to prevent injury or damage to property. If it is needed an individual plan will be drawn up.
- We understand that physical intervention that causes injury or distress to a child may be considered under safeguarding or disciplinary procedures if staff have not acted in accordance with the point above.

Allegations Against Staff

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.

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) Terry Pilliner by phone or email to LADO@herefordshire.gcsx.gov.uk
01432 260860
- The HSCB website has information on policies and procedures: Managing Allegations Against Professionals 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.

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

An allegation of abuse may involve a member of the school staff. In these circumstances the allegation MUST be reported to the Head teacher immediately.

On receipt of such an allegation the head teacher will contact the Local Authority's Designated Officer (LADO). The school must not investigate allegations of abuse until the LADO has been informed.

The LADO is

Terry Pilliner	LADO@herefordshire.gcsx.gov.uk 01432 260860
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If the **allegation** concerns the **head teacher**, the member of staff receiving the allegation **MUST** speak immediately to the **Local Authority's Designated Officer (LADO)**, or, if unavailable, the Head of Service. **Additionally, the Chair of Governors must be notified.**

Further information and details of guidance and procedures can be found in the LA's joint safeguarding procedures at

www.proceduresonline.com/west%20omercia%20consortium/

Pupils in specific circumstance

Goodrich CE Primary School will follow the government guidance contained in the documents below when dealing with children in specific circumstances:

[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](#)

[trafficking](#)

Monitoring and Review

The suitability and effectiveness of the policy will be reviewed once every 12 months by the Curriculum & Standards Committee. This review will take the form of a short paper on significant events and their outcomes over the 12 months. This policy document will form the backdrop to that discussion.

Key Performance Indicators are:

- Children will feel safe and supported by the school.
- Children are aware of how to stay safe online
- Support will be put into place in a timely and effective manner.
- Children identified as “at risk” will make comparable academic progress to their peers.

Achievements in meeting the policy aims to date include:

- The formation of a strong safeguarding team with considerable individual and collective experience in this field.
- The creation of a dedicated area for updates and information within the school
- The feedback from HSCB and Director of Children’s services for work undertaken by the school in safeguarding

The independent whistleblowing number is: Whistleblowing helpline 0800 028 0285

Appendix 1 Summary Guidance for Staff

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 including date, time, place as well as any observable behaviour

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.

Appendix 2 FGM

Any information or concern that a girl / young woman is at risk of, or has undergone FGM should result in an immediate referral to West Mercia Police, or Children's Social Care Services. This is a mandatory duty.

The law states that all teachers have a mandatory reporting duty to report FGM to the police. All members of staff must personally report cases to the police, as well as informing DSL.

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

FGM places a girl / young woman at risk of significant harm and will therefore be initially investigated under Section 47 of the Children Act 1989.

If a girl / young woman is thought to be at risk of FGM, workers should be aware of the need to act quickly - before she is abused by undergoing FGM in the UK, or taken abroad to undergo the procedure.

Indications that FGM may be about to take place include:

- The family comes from a community that is known to practice FGM, e.g. Somalia, Sudan and other African countries. It may be possible that they will practice FGM if a female family elder is around;
- Parents state that they or a relative will take the child out of the country for a prolonged period;
- A child may talk about a long holiday to her country of origin or another country where the practice is prevalent, including African countries and the Middle East;
- A child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion;
- A professional hears reference to FGM in conversation, for example a child may tell other children about it;
- A child may request help from a teacher or another adult;

Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;

- Any female child who has a sister who has already have undergone FGM must be considered to be at risk
- A girl / young woman who has undergone FGM should be seen as a Child in Need and offered services as appropriate.

Appendix 3 Self-Harm Policy

Introduction

This document describes the school's approach to self-harm. This policy is intended as guidance for all staff including non-teaching staff and governors.

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with pupils who self-harm
- To provide support to pupils who self-harm and their peers and parents/carers

Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

Aims

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and also in supporting pupils, peers and parents of pupils currently engaging in self-harm.

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family
- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff having observed any of these warning signs should seek further advice from one of the DSL/DDSL

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing e.g. becoming a goth

Actions and Responsibilities

Staff Roles in working with pupils who self-harm:

Pupils may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to pupils it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Pupils need to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept. It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult DLS/DDLS Primary school, or the designated governor for safeguarding children

Following the report, the DSL/ DDSL/ Governor will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
- If a student has self-harmed in school a first aider should be called for immediate help

Further Considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the student's child protection file.

It is important to encourage pupils to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action & being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children.

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of pupils in the same peer group are harming themselves.

Appendix 4 Mobile Phone Use

Pupils are not permitted to bring any mobile phones, smart devices including watches onto school premises. If this happens phones will be kept by the class teacher
Acceptable Use of ICT and Mobile Phones Policy – for Staff

Introduction and Context

The policy defines and describes the acceptable use of ICT and mobile phones for school-based employees. Its purpose is to minimise the risk to pupils of inappropriate contact from staff, to protect employees and schools from litigation and to minimise the risk to ICT systems.

Goodrich CE Primary School expects e-mail to be used primarily for school business. However, with regard to personal use, employees are expected to use discretion and common sense in its usage. Taking this approach will help operations to run efficiently without a heavy policing/monitoring policy.

All staff within schools using mobile phones should be aware that using a mobile phone inappropriately could result in disciplinary action.

Goodrich CE Primary School reserves the right to monitor and inspect any e-mails sent by its employees using the school's e-mail system, including personal messages at any time without notice. Such monitoring is intended to ensure that this policy is being complied with, is effective and that the school and its employees are acting lawfully.

Goodrich CE Primary School employees should have no expectation of privacy when using the school's e-mail system; other methods of communication should be used for any private messages.

Definition

Improper use of ICT can expose Goodrich CE Primary School to technical, commercial and legal risks.

Personal use of e-mail which may involve any risk to our school or its employees, through civil or criminal action, or which may bring the school into disrepute, is not permitted.

Any breach of this policy may lead to disciplinary action and possible termination of employment. Illegal activities may also be reported to the appropriate authorities.

Within the terms of the Data Protection Act 1998, Human Rights Act 1998 and the Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, the school may record or inspect any information transmitted through or stored in its computers, including e-mail communications and individual login sessions, without notice when:

- There is reasonable cause to believe the user has violated or is violating this policy, any guidelines or procedures established to implement this policy.
- An account appears to be engaged in unusual or unusually excessive activity.
- It is necessary to do so to protect the integrity, security, or functionality of ICT resources or to protect the school from liability.
- Establishing the existence of facts relevant to the business.
- Ascertaining or demonstrating standards which ought to be achieved by those using the ICT facilities

- Preventing or detecting crime
- Investigating or detecting unauthorised use of ICT facilities
- Ensuring effective operation of ICT facilities
- Determining if communications are relevant to the business (for example, in the last resort where an employee is off sick or on holiday and business continuity is threatened)
- It is otherwise permitted or required by law.

Aims

User Responsibilities

- Staff found to be in breach of this policy may be disciplined in accordance with the disciplinary procedure. In certain circumstances, breach of this policy may be considered gross misconduct resulting in termination of employment. Users must report all suspected breaches of this policy to the Headteacher.
- Users and their managers are responsible for ensuring that adequate induction, training and support is undertaken to implement this policy.
- By logging on to ICT systems, users agree to abide by this Acceptable Use policy and other policies that relate to the use of ICT.
- All users are expected to act in a responsible, ethical and lawful manner with the understanding that school electronic and manual information may be accessible to the public under the Freedom of Information Act 2000. Users should uphold privacy and confidentiality in accordance with the Data Protection Act 1998. Care must also be taken not to breach another person's copyright, trademark or design, nor to publish any defamatory content.
- Staff who have been given the use of a school laptop will be expected to sign for its use on receipt. Staff may use school equipment for authorised business use only, except as allowed for in this policy
- Staff must follow authorised procedures when relocating ICT equipment or taking mobile devices offsite.
- No one may use ICT resources in violation of license agreements, copyrights, contracts or national laws, or the Standing Orders, policies, rules or regulations of the school.
- Users are required to protect their password and not share their account details with others for their use, nor utilise another users' account or misrepresent their identity for any reason. Users must not under any circumstances reveal their password to anyone else.
- No user shall access (e.g., read, write, modify, delete, copy, move) another user's personal electronic documents (including email) without the owner's permission or as allowed by this policy or by law.
- Users must not load or download software on any device without the authorisation of the Headteacher. Periodic audits of software held on ICT equipment will be undertaken.

- Users must take care to store sensitive information, e.g. pupil data safely and to keep it password protected, on all school systems, including laptops.
- Network connected devices must have school approved anti-virus software installed and activated. Users may not turn off anti-virus software. All users of ICT resources have the responsibility to take precautions to prevent the initial occurrence and subsequent spreading of a computer virus. No one may knowingly create, install, run, or distribute any malicious code (e.g. viruses, Trojans, worms) or another destructive program on any ICT resource.
- No one may knowingly or willingly interfere with the security mechanisms or integrity of ICT resources. No one may use ICT resources to attempt unauthorised use, or interfere with the legitimate use by authorised users, of other computers on internal or external networks. Access to networks will be monitored
- Do not send private, sensitive or confidential information by unencrypted email – particularly to an external recipient - if accidental disclosure could lead to significant harm or embarrassment. Anonymise personal data where possible e.g. by using initials. Use passwords on sensitive documents that must be sent to external recipients.
- Websites should not be created on school equipment without the written permission of the Headteacher.
- No one may use ICT resources to transmit abusive, threatening, or harassing material, chain letters, spam, or communications prohibited by law. No one may abuse the policies of any newsgroups, mailing lists, and other public forums through which they participate from a school account.
- The following content should not be created or accessed on ICT equipment at any time:
 - Pornography
 - Material that gratuitously displays images of violence, injury or death
 - Material that is likely to lead to the harassment of others
 - Material that promotes intolerance and discrimination on grounds of race, sex, disability, sexual orientation, religion or age
 - Material relating to criminal activity, for example buying and selling illegal drugs
 - Material relating to any other unlawful activity e.g. breach of copyright
 - Material that may generate security risks and encourage computer misuse
- It is possible to access or be directed to unacceptable Internet sites by accident. These can be embarrassing and such sites can be difficult to get out of. If staff have accessed unacceptable content or are in receipt of unacceptable material via email, they should inform the Headteacher. This may avoid problems later should monitoring systems be alerted to the content.

In the course of normal operations, ICT resources are to be used for business purposes only. Goodrich CE Primary School permits limited personal use of ICT facilities by authorised users subject to the following limitations:

- Personal use must be in the user's own time and must not impact upon work efficiency or costs.
- The level of use must be reasonable and not detrimental to the main purpose for which the facilities are provided.
- Personal use must not be of a commercial or profit-making nature.
- Personal use must not be of a nature that competes with the business of the school or conflicts with an employee's obligations.
- Personal use of the Internet must not involve attempting to access the categories of content that is normally automatically blocked by web filtering software.

Mobile Phone Use

- Staff should not to give their home telephone number or their mobile phone number to pupils.
- Staff should not use their mobiles in class at all. If a text or an e-mail needs to be sent then it must be done away from the class. During lunchtimes, when not on duty, members of staff are free to use their personal mobile devices. If members of staff use their equipment in this way they are still expected to follow professional standards when doing so.
- Photographs and videos of pupils should not be taken with mobile phones. This is prohibited by the school safeguarding requirements as an allegation could be made that a member of staff has taken inappropriate images. Staff should always use school owned cameras and adhere to the schools policy on photography which should also outline where parental permission is required. If a personal phone is used inadvertently, or as a last resort, any images must be uploaded to the school network at the earliest opportunity and deleted from the phone with no copies having been kept or transmitted elsewhere and the use reported to the Headteacher.
- Staff should not enter into electronic communications with pupils.

Responsibilities

- The Governing Body is responsible for ensuring that its employees act in a lawful manner, making appropriate use of school technologies for approved purposes only.
- The Governing Body is responsible for adopting relevant policies and the Headteacher for ensuring that staff are aware of their contents.
- The Headteacher is responsible for maintaining an inventory of ICT equipment and a list of school laptops and mobile phones and to whom they have been issued.

Goodrich CE Primary reserves the right to modify this Policy having given employees reasonable notice.

Appendix 5 Preventing Radicalisation

- Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- Extremism is defined as the holding of extreme political or religious views.
- There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views.

These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include; physical or verbal assault ,provocative behaviour ,damage to property, derogatory name calling ,possession of prejudice-related materials ,prejudice related ridicule or name calling ,inappropriate forms of address ,refusal to co-operate ,attempts to recruit to prejudice-related organisations ,condoning or supporting violence towards others.

The Prevent Duty

As set out in the non-statutory advice for schools and childcare providers 'The Prevent Duty (June 2015), Goodrich CE Primary follows a policy (in-line with the Child Protection and Safeguarding procedures) of reporting incidences that pertain to the potential of a child/ren being given over to extremist views or ideologies. The schools safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the schools Child Protection & Safeguarding policy.

The school aims and helps to build children's resilience to radicalisation through the promotion of fundamental British Values and through the development of its Christian Values education across the curriculum.

All staff have completed WRAP and Channel training

- The Prevent strategy within the council contact is: ct1@herefordshire.gov.uk – Carol Trachonitis.
- DS Phil Colley is the Forces lead
- Chair of the panel Neville Meredith on the Council

Appendix 6 Signs and indicators of Child sexual exploitation (CSE)

These are possible indicators of child sexual exploitation. All staff should be aware and vigilant of any pupils displaying these signs.

- disengagement with school, not in school, truancy, exclusion
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage -hanging out with groups of older people, anti-social groups, other vulnerable peers -unexplained changes in behaviour or personality (chaotic, aggressive, sexual) -involved in abusive relationships, intimidated and fearful of certain people or situations -self-harming, suicide attempts, overdosing, eating disorders
- injuries from physical assault, physical restraint, sexual assault
- moving around the country, appearing in new towns or cities, not knowing where they are -sexting (sending and receiving explicit photos of themselves on mobile phones) -unexplained gifts
- unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs) -engagement in offending, criminal activity
- going missing, running away,homelessness drug use, alcohol abuse
- sexually risky behaviour, 'swapping' sex gang fights, gang membership
- getting into/out of different cars
- accessing hardcore pornography on the internet contact with known perpetrators
- association with older men -inappropriate sexual behaviour -seen at known places of concern police involvement, police records

Advice and further information is available from the CPO and the link

http://hscb.herefordshire.gov.uk/docs/HSCB_Signs_and_indicators_of_Sexual_Exploitation_and_Trafficking.pdf

Appendix 7 Disqualification by Association

This guidance has changed. Schools do not need to make these checks anymore.

Appendix 8 Safer Recruitment Policy

1. Introduction and Context

Goodrich CE Primary School aims to ensure a coherent and consistent approach to recruiting, retaining and inducting staff of the highest calibre who will help to achieve the school's vision.

We believe that our staff are our most important resource and that our pupils' learning should be managed by highly motivated, highly skilled staff. We also want to ensure a safe and secure learning environment for our pupils.

In formulating the policy the governing body considered the conclusions drawn from participation in the safer recruitment training, findings of exit interviews and feedback from successful and unsuccessful applicants for posts in our school

There are some statutory requirements for the appointment of some staff in schools, notably Headteachers and Deputy Headteachers. These requirements change from time-to-time and must be met.

Definition

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people.

Advertisements for posts – whether in newspapers, journals or on-line – will include the statement:

“Goodrich CE Primary School is committed to safeguarding children and young people. All posts are subject to a satisfactory Enhanced Disclosure Barring Service Disclosure.”

Aims

Prospective applicants will be supplied, as a minimum, with the following:

- job description and person specification;
- the selection procedure for the post (closing date, shortlist date, interview date);
- a Goodrich CE Primary application form.

All prospective applicants must complete a Goodrich CE Primary application form in full.

Short Listing and References

- Short-listing of candidates will be against the person specification for the post
- Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.
- References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.
- Where necessary, referees will be contacted by telephone or e mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- Referees will always be asked specific questions about:
 - the candidate's suitability for working with children and young people;
 - any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
 - the candidate's suitability for this post.
- Goodrich CE Primary employees are entitled to see and receive, if requested, copies of their employment references.

The Selection Process

- Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.
- Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link).
- Candidates will always be required:
 - to explain satisfactorily any gaps in employment;
 - to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
 - to declare any information that is likely to appear on a DBS disclosure;
 - to demonstrate their capacity to safeguard and protect the welfare of children and young people.

Employment Checks

All successful applicants are required:

- to provide proof of identity
- to complete a DBS disclosure application and receive satisfactory clearance
- to provide actual certificates of qualifications
- to complete a confidential health questionnaire
- to provide proof of eligibility to live and work in the UK

Induction

All staff who are new to Goodrich CE Primary will receive induction training that will include our safeguarding policies and guidance on safe working practices.

- Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s).

Actions and Responsibilities

The *Headteacher* will:

- Undertake the national training programme on safer recruitment and cascade the training to all those involved in the recruitment process (including governors). She will also take action about any weaknesses in practice that became apparent in the review of Goodrich Church of England Primary School – practice.
- Ensure that appropriate checks are carried out on all applicants for positions at Goodrich Church of England Primary School – paid and voluntary. This will include checking identity, qualifications, professional and character references, health and physical capacity, previous employment history to ensure gaps are accounted for, and criminal records.
- Ensure that a central register is kept recording the information gathered;
- Ensure that staff and governors involved in recruitment procedures are trained in the wider aspects of recruitment.
- Ensure that all new teachers to the school undergo a prohibition order check. This must be done as part of the pre-employment checking process and a record must be kept on the **school's single central record**. An additional field will therefore need to be added to the schools single central record.
- Ensure that all new members of staff complete a Disclosure by Association check
- Evaluate, at least annually, and whenever a vacancy arises, the staffing structure to ensure that it meets the changing needs of Goodrich CE Primary;
- Review regularly the documentation provided for potential applicants for posts to ensure explicit reference is made to Goodrich's commitment to safeguarding, and to enable potential applicants to make well-informed decisions about whether to apply;
- Monitor the number and role of support staff to ensure that their skills and talents, and those of the teachers, are used to the full;
- Use the performance management strategy to identify, share and celebrate good practice and to generate evidence for threshold applications and salary reviews;
- Identify a senior member of staff to manage:
 - the induction of all new staff;
 - the mentoring of newly qualified teachers;
 - the continued professional development of staff;
 - the "gatekeeping" system for the circulation of documents so as to reduce, as far as possible, the bureaucratic burden on staff without jeopardising effective communication.

The ***Finance Committee*** of the governing body will:

- Ensure that all decisions about salaries are based on evidence and are applied equitably;
- Use the discretion to make payments up to a maximum of three years to support the recruitment of a new teacher or the retention of an existing teacher. Such awards will be contingent on the difficulty associated with finding and retaining suitable applicants;
- When formulating the budget for Goodrich Church of England Primary School, take steps to ensure that the training needs identified in the school improvement plans and through the performance management process are addressed.

Monitoring and Review

The **Headteacher and Safeguarding Governor** will report annually to the governing body on the safeguarding agenda

The **Governing Body** will monitor the implementation and impact of this policy by receiving termly reports from the Headteacher and Safeguarding Governor, and annual reports from the Finance Committee.

12 Steps to Safer Recruitment Checklist

Step 1 The recruitment and selection policy that describes the process and roles before you begin is up to date.

Step 2 The Safeguarding policy is up to date and that a statement about the organisation's commitment to safeguarding is included in all recruitment and selection materials

Step 3 There is an up to date job description and person specification for the role(s) you wish to recruit to, that have been agreed with the recruitment panel.

Step 4 An appropriate advertisement is prepared that contains all necessary information about the role, timetable for recruitment and your commitment to safeguarding

Step 5 A suitable candidate information pack is compiled containing all the required information about the organisation, role, recruitment timetable, safeguarding policy/statement and application form

Step 6 Each application received should be scrutinised in a systematic way by the shortlisting panel in order to agree your shortlist before sending invitations to interview

Step 7 Ensure that all appropriate checks have been undertaken on your shortlisted candidates, including references and Independent Safeguarding Authority (ISA) checks

Step 8 Ensure that all shortlisted candidates receive the same letter of invitation to interview, supplying them with all necessary information

Step 9 Ensure that a face-to-face interview is conducted for ALL shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description

Step 10 Ensure that all specific questions designed to gain required information about each candidate's suitability have been asked, including those needed to address any gaps in information supplied in the application form

Step 11 Ensure that you are able to make a confident selection of a preferred candidate based upon their demonstration of suitability for the role

Step 12 Ensure that your preferred candidate is informed that the offer of employment (including volunteer positions) is conditional on receiving satisfactory information from all necessary checks.

Prohibition order checks

- A prohibition order check ensures the teacher is not prohibited from teaching. This requirement has been statutory since 3 April 2014 but there is no requirement to retrospectively check teachers who commenced their current employment prior to that date. Existing staff will have been checked in line with previous guidance for checking QTS status.
- The National College for Teaching and Leadership (NCTL) maintains the database of all teachers eligible to teach in the maintained sector in England. The database is called the Employer Access Service (<https://www.education.gov.uk/help/contactus/nctl>). It **replaces** the database previously managed by the GTC which listed any teacher who may have been the subject of a suspension or conditional order and confirmed that a teacher had QTS and had completed their induction.
- To undertake prohibition order checks, schools can register on the 'Employer Access Service'. This is a free service and enables employers and potential employers to view the record of any teacher with qualified teacher status or any teacher with an active restriction. You can check whether a teacher you are considering employing has:
 - qualified teacher status (QTS)
 - completed their induction
 - a mandatory qualification for teachers of hearing impaired or visually impaired pupils
 - an active teaching restriction
 - been the subject of a decision by the Secretary of State not to impose a prohibition order for unacceptable professional conduct, conduct that may bring the teaching profession into disrepute or conviction of a relevant offence
 - been prohibited from teaching
 - a suspension or conditional order imposed by the General Teaching Council for England that is still current
 - failed their induction or probation period

Please note: The prohibition order check is different to the barred list check operated by the DBS. Some new appointments will require an enhanced DBS check, a barred list check and a prohibition order check.

More information can be obtained from this link.

<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers-3>

Appendix 9 Child missing from education

We believe 'all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later on in life.' (Children Missing Education: statutory guidance for local authorities (DfE))



Children_Missing_Edu
cation_-_statutory_guid

We understand that children that are particularly at risk of missing education are:

- pupils at risk of harm/neglect
- children of Gypsy, Roma and Traveller families
- families of Armed Forces personnel
- missing children/runaways
- children who cease to attend a school

We have a duty to monitor pupils' attendance through daily registration and to inform the local authority of pupils who are regularly absent from school. The local authority must have in place 'robust procedures and policies' to enable them to meet their duty in relation to CME.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Aims

- To ensure all children are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- To monitor pupils' attendance through daily registration and to inform the local authority of pupils who are regularly absent from school.
- To safeguard and promote the welfare of all children and individuals.
- To identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views.
- To be vigilant against all forms of radicalisation and extremism.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.

The Governing Body has:

- appointed a member of staff (administrator) to be responsible for monitoring pupil attendance and truancy;
- responsibility for celebrating the effort, success achievements of pupils and school personnel;
- responsibility for the effective implementation, monitoring and evaluation of this policy.
- have in place initiatives to improve poor pupil attendance;

- in the interests of pupil safeguarding will investigate any unexplained absences;
- inform the local authority:
 - of pupils who are regularly absent from school
 - of pupils who have missed 10 days of school or more without permission
 - of irregular attendance patterns
 - if a pupil is to be deleted from the admission register in certain circumstances
- ascertain the name of the receiving school when parents remove their child to attend a school another area;
- will contact the receiving school to ensure the child has been registered;
- transfer pupil information to the receiving school when the parents register their child;
- contact the local authority when a pupil leaves this school without clear indication of a receiving school;

Parents are responsible for:

- complying with this policy;
- ensuring their children of compulsory school age are receiving efficient full-time education whether it is at school or at home;
- ensuring that their children are punctual and know the importance of good attendance;
- informing the school on the first day of absence;
- informing the school of any changes to their contact details;
- collecting their children on time

The Administrator is responsible for:

- contacting parents if they have not reported their child's absence by 9.30.m;
- sending an email if no contact is made;
- continuing to contact the parents throughout the day until contact is made;
- informing the Headteacher of any absence where a reason has not been given

If a child is not collected from school we will:

- Ensure the child is safe
- Use our after school provision to enable the children to play safely
- Contact parents
- Use alternative contact numbers
- Use email addresses
- Contact social care where needed
- Ensure children are kept safe at all times

For further information, guidance and a referral form follow this link:

<https://www.herefordshire.gov.uk/education-and-learning/schools/children-missing-education>



Children Missing Education Referral Form

Schools – Please complete parts 1 & 2. **Other** – Please complete part 1 only

PART 1

Child's details			
Forename(s)		Gender	Male/female
Surname		UPN	
AKA		Year group	
Date of Birth		Specific information	CIN/CP/CAF LAC-please indicate placing authority:
Ethnicity		First language	
Address		Postcode	

Parent/carer's details			
Forename(s)		Forename(s)	
Surname		Surname	
Relationship		Relationship	
Phone		Phone	
Mobile		Mobile	
Address (if different)		Address (if different)	
Postcode		Postcode	

Any known sibling's details (please copy and paste this section for each sibling)			
Forename(s)		Gender	Male/female
Surname		UPN	
AKA		Year group	
Date of Birth		Specific information	CIN/CP/CAF LAC-please indicate placing authority:
Ethnicity		First language	
Address(if different)		Postcode	

Current school information			
School		Tel. No.	
Address		Email address	
Last date attended		Reason for leaving	

We have a duty to safeguard children, young people and families from violent extremism. We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Aims

- To ensure all children are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- To monitor pupils' attendance through daily registration and to inform the local authority of pupils who are regularly absent from school.
- To safeguard and promote the welfare of all children and individuals.
- To identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views.
- To be vigilant against all forms of radicalisation and extremism.
- To share good practice within the school and with other schools.
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- appointed a member of staff to be responsible for monitoring pupil attendance and truancy;
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- have in place initiatives to improve poor pupil attendance;
- in the interests of pupil safeguarding will investigate any unexplained absences;
- inform the local authority:
 - of pupils who are regularly absent from school
 - of pupils who have missed 10 days of school without permission**
 - of irregular attendance patterns
 - if a pupil is to be deleted from the admission register in certain circumstances
- ascertain the name of the receiving school when parents remove their child to attend a school another area;
- will contact the receiving school to ensure the child has been registered;
- transfer pupil information to the receiving school when the parents register their child;
- contact the local authority when a pupil leaves this school without clear indication of a receiving school;

Parents are responsible for:

- complying with this policy;
- ensuring their children of compulsory school age are receiving efficient full-time education whether it is at school or at home;
- ensuring that their children are punctual and know the importance of good attendance;
- informing the school on the first day of absence;
- informing the school of any changes to their contact details;
- collecting their children on time

The School administrator is responsible for:

- contacting parents if they have not reported their child's absence by 9.30.a.m;
- sending an email if no contact is made;
- continuing to contact the parents throughout the day until contact is made;
- informing the Headteacher of any absence where a reason has not been given

Appendix 10

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

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

Herefordshire Women's Aid

01432 356146

Local Authority Designated Officer LADO

01432 260940

[lodo@herefordshire.gcsx.gov.uk](mailto:lado@herefordshire.gcsx.gov.uk)

NSPCC Helpline

0808 800 5000

Herefordshire PCT Safeguarding Advice

01432 363916

Independent Chair of HSCB: Sally Halls

Sally.Halls@herefordshire.gov.uk

01432 260100

Working together to safeguard children March 2015

Keeping children safe in education March 2015

Safeguarding children and safer recruitment in education DfCSF 2010

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

Whistleblowing helpline 0800 028 0285

UNICEF - www.unicef.org



**Child Protection Safeguarding
Cause for Concern and Incident Form**

Pupil's Name: _____ DOB: _____

Date of Incident: _____ Time: _____

Place of Incident: _____

Nature of Incident:

Diagram of injuries if appropriate (overleaf) Yes No
People present at time of incident (witnesses):

Action taken:

Name of person reporting incident: _____

Designation: _____

Signature: _____ Date: _____

Notification to designated Child Protection/Safeguarding teacher: Yes No

Referral and Assessment Team Informed: Yes No

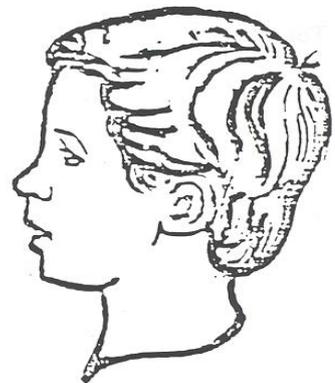
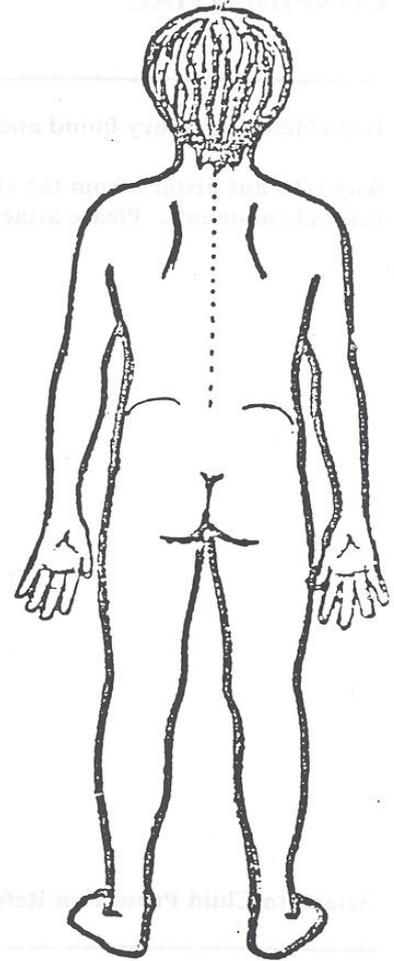
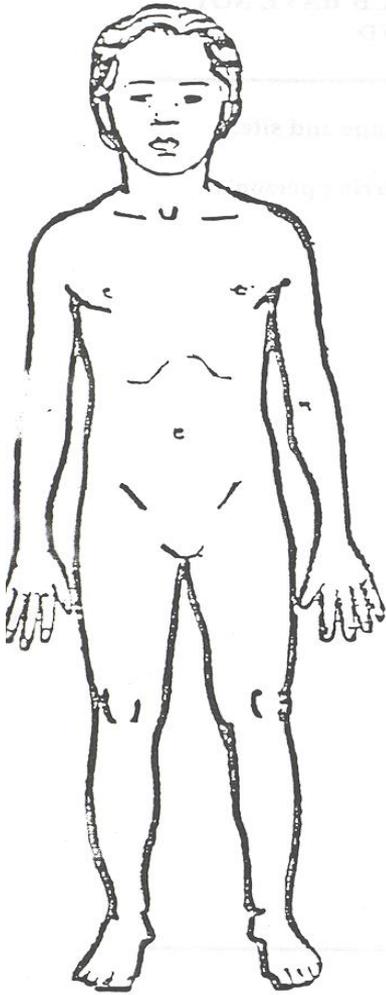
LA Informed: Yes No

Comments: _____

Signature of designated person: _____ Date: _____

Body Map (if applicable)

SKIN MAP



SERIOUS INCIDENT RECORD



Name of young person:		Name of person writing report:	
Date & time of incident:		Location of incident:	
Name(s) of staff involved:		Name (s) of witnesses:	
Incident book completed:		Yes	No
Reason for intervention: <ul style="list-style-type: none"> • Injury to a person • Damage to property • Criminal offence • Serious disruption • Absconding 		External agencies informed <ul style="list-style-type: none"> • Medical staff • Parent/carer • Social worker • Police • other 	
Describe events leading up to the incident:			
✓ Behaviours that occurred:			
Verbal abuse	Slapping	Punching	
Biting	Pinching	Spitting	
Kicking	Hair grab	Neck grab	
Clothing grab	Body holds	Arm grab	
Weapons/missiles	Head butting	Self mutilation	
Pushing	Disruption	Damage to property	
Who was at risk?			
Describe any changes made to routines, staff or environment in an attempt to reduce the risk:			
✓ Diversions, Distractions & De-escalation strategies attempted:			
Verbal advice		Limited choice	
Clear directions		Distraction	
Negations		Planned ignoring	
Take up time		Consequences	
Time out		Humour	
Change of staff		Success reminders	

✓ Physical interventions used & duration of restraint:		
Help hug	Sitting wrap	Other:
Cradle hug	One person escort	
Wrap	Two person escort	
Why was this action in the best interest of the student?		
Medical intervention		
Injury to child:	Action taken:	
Injury to staff:	Action taken:	
Injury to others:	Action taken:	
✓ Action following the event:		
Person responsible for safeguarding has checked this record:		
Parent/carer informed by phone:		
Parent/carer informed by letter:		
Risk assessment to be carried out:		
Positive Handling Plan to be completed:		
Procedural change:		
Student support:		
Staff support:		
Relationship repair:		
Disciplinary action:		
Has any complaint been lodged: YES NO (details not to be recorded here)		
Sign:	Name:	Role:

PLEASE NOTE: If a copy of this document is to be shared with parents, names of pupils involved should be removed and the names of members of staff should only be included with their consent.

Safeguarding Information Sheet



CHILD PROTECTION CONTACTS

Role	Name	
 Karen Miles Designated Safeguarding Lead (DSL) & EHA Lead	 Lisa Taylor Deputy Designated Safeguarding Lead (DDSL), Prevent Lead & LAC Designate	 Darryl Williams Governor for Safeguarding & LAC
In their absence in an emergency	Claire McKeown (Whitchurch)	01600 890571
All concerns should be recorded on a Child Protection Log Form		

HEALTH AND SAFETY CONTACTS

Role	Name			
Fire Marshalls	Julie Blake		Wendy Watling	
EVC	Lisa Taylor			
First Aid at Work Level 3	L Taylor M Langford	C Hughes L Daniels	W Watling D Mutlow	S Williams S Lillie
First Aid at Work Level 2	K Miles	K Jones	S Wright	J Blake
Paediatric First Aid	R Smith	Michelle C	S Wright	J Parker
H&S Governor	Tony Lafford			

USEFUL CONTACTS

Role	Name	Contact (if appropriate)
Local Authority Designated Officer (LADO)	Terry Pilliner	01432 261739 LADO@herefordshire.gcsx.gov.uk
Local Authority Advice (CP)	Anne-Marie Kemp	01432 260100 Anne-Marie.Kemp@herefordshire.gov.uk
Multi Agency Safeguarding Hub (MASH)		01432 260800
Out of hours referrals	Before 9a.m. or after 5p.m.	01905768020
Herefordshire Safeguarding Children's Board (HSCB)		01432 260100
LA Exclusion Guidance	Rebecca Shephard	01432 260956 rshephard@herefordshire.gov.uk
Prevent officer	DS 512 Phil Colley	01905 747210 07736 08471
Prevent information	Neville Meredith	01432 383268