

Camestone School
Safeguarding Policy
Child protection Policy



December 2016

Role	Name	Location
Designated Safeguarding Lead (DSL)	Mr Paul Stanyard Head teacher	Head teacher's office
Deputy Safeguarding contact Family Support Worker (FSW)	Mrs Angie Spalding	School office area
Safeguarding Governor	Mr David West	Via Head teacher/school office
Chair of Governors	Mrs Julia Surman	Via Head teacher/school office

Safeguarding relates to the action taken to promote the welfare of **all** children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in Working Together to Safeguard Children 2015 as:

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

Child protection is the process of protecting **individual** children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect.

Definitions and signs of abuse - Appendix 1

At Camestone Lower School we recognise:

- Our statutory duty under Section 175 of the Education Act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.
- Our duty under the Children Act 2004 to work together with other organisations and partners in order to achieve this.
- Our Common Law duty to protect and keep children safe whilst in our care.

Practitioners who work with children in this school will read this policy within the framework of:

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures <http://bedfordscb.proceduresonline.com/chapters/contents.html>.
- Working Together to Safeguard Children (2015).

- Keeping Children Safe in Education (2016).
- What to do if you're worried a child is being abused Advice for practitioners (March 2015).
- Information Sharing Practice Guidance (2015).
- Revised Prevent Duty Guidance: for England and Wales (2015).
- Children Act 2004.
- Education Act 2002 .
- Guidance for safer working practices for those working with children and young people in education settings October 2015.
- Disqualification under the Childcare Act 2006.
- The UN Convention on the Rights of the Child 1989

In addition:

All staff understand that they have a duty to provide a safe, open and secure environment for all children allowing them to learn while being nurtured and valued.

As a school we fully acknowledge our responsibilities for protecting children both in school and at home, and recognise that through our day to day contact with children and their families, staff are well placed to identify signs of risk and harm. These responsibilities apply to all staff including governors, supply staff and volunteers.

We recognise that for children high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks.

We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

Staff understand the importance of developing children's emotional well-being. At Camestone procedures are in place to identify and support any child who has been identified as vulnerable due to displaying signs relating to their emotional well-being or mental health.

We will make all parents/carers aware of the roles and responsibilities of the school with regards to safeguarding and promoting the welfare of their children. Parents/carers will be informed of the school's Child Protection and Safeguarding Policy via the school's website and the school prospectus.

All staff are aware of how to identify children who may be suffering or likely to suffer significant harm, and understand the appropriate procedures to follow with the aim of making sure children are kept safe both at home and school. (Appendix 1 / 2)

Aim

We aim to provide a safe, secure, inclusive and consistent environment for all our pupils regardless of age, race, religion/belief, disability or gender, one in which they feel safe, supported, valued, respected and listened to.

We will do this by:

1. Establishing an environment in which children are and feel safe and can learn, develop and have a voice.
2. Adopting safe recruitment practices to check the suitability of both staff, regular volunteers, governors, contractors and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.
3. Raising the awareness of children and equipping them with the skills and knowledge needed to keep them safe both in school, at home and in the wider world. Appropriate skills and knowledge will be taught by way of the school's Value's Programme, clear behaviour expectations developed through our Golden Rules, appropriate curriculum work and by having clear firm policies and procedures in place.
4. Embedding clear procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
5. Supporting pupils who have suffered abuse or neglect or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan.
6. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance for e-safety and Creating Working Procedures in Schools 2009)
7. Providing additional professional development training opportunities for all staff to update their knowledge on new or relevant developments in safeguarding and child protection.
8. Monitoring and reviewing our safeguarding and child protection practices and procedures

Roles and Responsibilities

We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community, all teaching and non-teaching staff, governors, pupils, volunteers, visitors and contractors working in the school. The Board of Governors and DSL will have particular responsibility for safeguarding and child protection within the school.

We will:

1. Establish an environment in which children are and feel safe and can learn, develop and have a voice by:

1.1 Ensuring that our buildings and site are secure and that contractors, volunteers and visitors to the school are properly checked and supervised when working in school.

1.2 Having a Health and Safety Policy and procedures and ensure that they are understood by all staff.

1.3 Having a Contingence Policy which is understood and followed by all relevant staff.

1.4 Ensuring that the Physical Intervention Policy is understood and followed by all staff.

1.5 Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken.

1.6 Having policies for dealing with behaviour, bullying, racist, homophobic and other discriminatory incidents and ensuring that staff adhere to these policies and promote the principles of value, respect, tolerance and acceptable behaviour amongst our pupils.

1.7 Ensuring that all staff, governors and regular visitors and volunteers are made aware of the DCSF Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education (2015) and work to the guidance contained therein. Regular volunteers and students will be given a copy of the Camestone School's Volunteer Booklet, a record of their details will be completed and held in the school office.

1.8 Following the LSCBs procedures for dealing with allegations and concerns about staff (paid or unpaid, temporary or permanent) as outlined in the documents - Keeping Children Safe in Education (2016) and Working Together to Safeguard Children (2015). Where such an allegation or concern arises, the Head Teacher - Paul Stanyard will be notified. He will contact the authority's Allegations Manager (also known as the Local Authority DSL Officer or 'LADO'). Where such an allegation is made against the Head Teacher, the matter will be referred to the Julia Surman (Chair of Governors) who will likewise notify the Authority's Allegations Manager.

1.9 Having a Whistle-blowing and complaints policy which is communicated to pupils, parents and staff (as appropriate). These will be made available on the school's website.

1.10 Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children by promoting the Whistle-blowing Policy (appendix 4). Any issues will be reported to Paul Stanyard.

1.11 Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to. Camestone School will aim to do this via:

- School initiatives such as the development of Golden Rules, A Values based curriculum, the promotion of circle time and the introduction of 'Kaleidoscope' (a colour based support programme).
- Training staff to support individuals or groups of children from a social, emotional and well-being aspect.
- An active school council.

- Displaying information regarding Childline.
- Promoting the use of 'Worry Boxes'.
- Termly planned assemblies relating to safeguarding issues such as the 'Worry Boxes', and keeping safe.
- A playground 'Play Leader Scheme'.
- Giving children information and access the school's Family Support Worker.

2. Adopt safe recruitment practices to check the suitability of both staff and regular volunteers governors, visitors and contractors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.

We will do this by:

2.1 Following Department for Education (DFE) guidance for Safer Working Practice for Adults who Work with Children and Young People in Education (2015) as set out in Chapter 4 of Safeguarding Children and Safer Recruitment in Education Guidance (2012) to ensure that safe recruitment and selection practices are carried out.

2.2 Enhanced checks through the Disclosure and Barring Service (DBS) will be completed and references and identification verified. All staff and regular volunteers, visitors and contractors will be vetted in accordance with these guidelines.

2.3 Ensuring that all staff are aware that where occasional or one-off visitors, contractors or volunteers have not undergone such a process, they will not have unsupervised access to children.

2.4 Maintaining a regularly updated Single Central Record (SCR) that accurately records vetting check data for all employees, volunteers and contractors which will be scrutinised as part of an OfSTED Inspection.

2.5 Ensuring that at least one member of the Board of Governors and the Head Teacher have received training on safer recruitment practices.

2.6 Ensuring that all interviews for staff have at least one person on the panel who has completed safer recruitment training.

2.7 Ensuring that during the process of advertising and recruiting for staff vacancies, the school's commitment to safeguarding and safer recruitment practices will be made explicit.

2.8 Referring concerns about the suitability of staff to work with children and young people to the Disclosure and Barring Service in cases where that individual is believed to have harmed or to pose a risk of harming children.

2.9 Ensuring that adults involved in the provision to children of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.

2.10 Ensuring that where school premises are used by other bodies both during and outside school hours, the Governing Body will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection outlined in the guidance *Keeping Children Safe in Education (2016)* and *Working Together to Safeguard Children (2015)*.

3. Raising the awareness of children and equipping them with the skills and knowledge needed to keep them safe both in school, at home and in the wider world by:

3.1 Teaching appropriate skills and knowledge by way of the school's Value's based education, clear behaviour expectations developed through our *Golden Rules*, age appropriate curriculum work and by having clear firm policies and procedures in place.

3.2 Ensuring that children know that there are adults in the school whom they can approach if they are worried. This is ensured through assemblies, PSHCE lessons, *Worry Boxes*, circle time and support given by teaching and non teaching staff.

3.3 Displaying/distributing appropriate safeguarding materials and information for both children and adults.

4. Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this in adherence with the guidance set down in *Keeping Children Safe in Education (2016)* and *Working Together to Safeguard Children (2015)*, *LSCB Inter-Agency Child Protection Procedure and What to do if You're Worried a Child is Being Abused (2015)* by:

4.1 Allocating a member of the school's leadership team to the role of Safeguarding Lead (DSL) for child protection. This role is currently carried out by Paul Stanyard.

4.2 Having at least one named member of staff to deputise in the absence of the main DSL person and to provide support to the DSL. Angie Spalding -Family Support Worker (FSW)

4.3 Providing time and support for these roles.

4.4 Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a minimum. (Responsibility of Governing Body).

4.5 Having a nominated governor responsible for child protection/safeguarding, who will review our safeguarding and child protection policies, procedures and practices regularly and be the link person between the DSL member of staff for child protection and the Governing Body. Named Governor - David West.

4.6 Having processes in place to ensure that all new staff receive safeguarding training appropriate to their role, as part of their induction and thereafter have access to refresher training as required, or in any case, every 2 years as a minimum. The DSL will have responsibility.

4.7 Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), volunteer and governors are aware of this policy together with other

relevant safeguarding policies or guidance. Ensure that they are also aware of their own role in safeguarding/promoting the welfare of our children and of the identity and role of the DSL person/s (appendix 2). All staff will be given individual copies of this policy and asked to sign to say they have read it and understand their own role.

4.8 Requiring all staff and volunteers, to report any safeguarding concerns, in writing, to the DSL/FSW regardless of whether or not they feel that the concern is either serious or substantiated (appendix 3). This expectation will be communicated through regular training, staff briefings, induction training and the display of procedures in the staff room and on the school's staff network.

4.9 Enabling DSL/FSW to make decisions regarding the action to be taken following a concern being brought to his/her attention. This may follow consultation with Children's Social Care or the Authority's safeguarding advisors (MASH/EHP).

4.10 Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children's Social Care or the Police Service in accordance with LSCBs Inter-Agency Child Protection Procedures. This will normally be done via the DSL/FSW unless they are not available and to wait for them to become available would pose a delay which would be unacceptable given the individual circumstances of the case. If the DSL/FSW are not on school premises the school office will have a contact number for them.

4.11 Parents/carers may be asked to complete a 'Consent to Share Information' form, giving permission to share information with relevant professionals in order to monitor, support and protect children thought to be at risk of harm.

4.12 Ensuring that where the DSL person/FSW believe that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded, both by them and where possible on relevant minutes and case papers held by other professionals involved. They will also escalate the matter, as per the Local Authority Protocol.

4.13 Making the DSL person/FSW for Child Protection responsible for creating and maintaining written records in respect of all children for whom child protection concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events.

4.14 Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils including those with disabilities, minority status and those with a history of abuse. Where a child is believed to be a 'child in need' of additional support/services and the threshold for significant harm or Children's Services Social Care intervention is not met, the DSL person/FSW will seek the consent of parents/carers/child/young person (as appropriate) to assess the needs and solicit support as appropriate. Needs may sometimes be met within the school community or by making a single agency referral or through multiagency collaboration via an Early Help Assessment (EHA) and Team around the Family (TAF) process as appropriate.

4.15 Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations. This will be communicated through training.

4.16 Developing effective links with agencies which provide support to our vulnerable children/families and co-operate as required with their enquiries regarding child protection matters.

4.17 Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting. Support will be given by DSL person/FSW.

4.18 Supporting the Authority's policies on school attendance and children missing education and in particular by adhering to the missing children procedures. Attendance will be monitored by the school and the EWO. Contact will be made with the parents/carers of absent children.

5. Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan by:

5.1 Maintaining close communication between the DSL/FSW and allocated social worker and ensuring that the social worker will be informed of any issue that give cause for concern.

5.2 The DSL having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings).

5.3 Closely monitoring any child subject to a child protection plan, or otherwise believed to be vulnerable or at risk of harm.

5.4 Delivering support as required in accordance with a child protection/care plan.

5.5 Providing CPD training/time/resources for staff in order for them to deliver appropriate emotional support to vulnerable children and staff working alongside vulnerable children.

5.6 Ensuring that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.

5.7 Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the DSL/FSW will bring the absence to the immediate attention of the Education Welfare Services/social worker. Where the child is an open case to Children's Social Care, they will be notified.

5.8 Notifying the Adoption and Fostering Service when children comes to our attention as being cared for in 'private fostering arrangements' in accordance with LSCBs Inter agency Safeguarding Policy, legislation on private fostering in Section 44 of the Children Act 2004 and The Children (Private Arrangements for Fostering) Regulations 2005 which came into force July 2007.

5.9 Making the DSL/FSW for child protection responsible for arrangements to ensure that a copy of a pupil child protection file is securely transferred in a timely fashion to the DSL person at the receiving school when a pupil transfers. This file will be transferred separately from the main pupil record and a written acknowledgement of receipt will be obtained. The original file will be retained by this school.

5.10 Ensuring that where a child has an allocated social worker, the DSL/FSW takes responsibility for notifying the social worker or their office, of any change in that child's circumstances, including any changes to schooling arrangements.

6. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance for e-safety and Creating Working Procedures in Schools 2009)

6.1 Keeping the electronic data we hold about pupils and families secure.

6.2 Promoting e-safety awareness amongst children and their parents/carers by and ensuring all members of the school community know their access rights and responsibilities in using ICT.

6.3 Having an Acceptable Use Policy in relation to the use of technology (including mobile phones and photographic equipment) in the school and which contains the details of how we will achieve e-security and promote e-safety.

6.4 Conducting, through the Governing Body, an annual review of the school's Acceptable Use Policy.

6.5 Ensuring that the school's internet connection and any system connected to it, is filtered using a filtering system which is accredited to current approved standards thus ensuring inappropriate content of whatever nature is blocked (including racist, discriminatory and hate material, material which promotes violence or attacks on individuals or institutions on the basis of disability, race, religion/belief, gender, gender reassignment or sexual orientation grounds).

6.6 Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.

6.7 Making staff and pupils aware that all school ICT activity and online communications may be monitored.

6.9 Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents to the DSL, ICT co-ordinator or FSW

7. Providing additional professional development training opportunities for all staff to update their knowledge on new or relevant developments by:

7.1 Staff having access to information in relation to new/updating their professional development (including LCSB's e-training courses).

7.2 Allocating resources such as time and funding for staff to attend training.

7.3 Providing opportunities for new/updated training information to be disseminated to other staff members, governors etc.

8. We will monitor and review our safeguarding and child protection practices and procedures in line with this policy by:

8.1 Ensuring accountability by placing ultimate responsibility for safeguarding, child protection and this policy with the Governing Body and responsibility for the implementation of this policy with the Head Teacher.

8.2 Ensuring that the DSL Governor for Safeguarding and child protection has regular termly meetings with the DSL/FSW in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development.

8.3 Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.

8.4 Reviewing this policy on an annual basis.

Appendix 1 Definitions and signs of Abuse.

Physical Abuse: - is the hitting, shaking, throwing, poisoning, burning, scalding etc of a child. Physical harm may also be when a parent deliberately feigns the symptoms or causes of ill health to a child whom they are looking after. This situation is commonly described as 'Munchausen by Proxy Syndrome'. Physical abuse also includes allowing a child to be deliberately harmed by an adult or another child.

Signs of Physical Abuse.

Be especially concerned about:

- Any injuries at all - even small bruises e.g. finger mark bruises.
- Injuries which do not match the explanation given for them.
- Bruises in places where you would not normally expect to find them, in soft tissue for example, rather than on bony prominence.
- Bruises that have a distinct pattern or shape, like hand prints, grasp or finger marks or belt marks.
- Burns or scalds with clear outlines.
- Bite marks - including bruises like love bites.
- Bruising in and around the mouth, especially in babies and younger children.

Neglect: - is the persistent failure to meet a child's basic physical and/or psychological health or development.

Signs of Neglect.

Be especially concerned about a child who:

- Is constantly hungry, greedy or is regularly stealing food.
- Has lingering illnesses which have not been treated.
- Is constantly smelly, scruffy or dirty.
- Is often dressed in inadequate or unsuitable clothes for the weather conditions.
- Suffers repeated accidents, suggesting a lack of proper supervision.
- Is constantly tired
- Does not respond when given attention or, on the other hand, one who craves attention and affection from any adult.

Emotional Abuse: - is the persistent emotional ill treatment of a child such as to cause severe and adverse effects on the child's emotional development. Verbal threats, witnessing domestic violence, constant criticisms, ridicule, shouting or lack of love, affection and warmth are examples.

Signs of Emotional Abuse.

Be especially concerned about a child who:

- Is constantly depressed and withdrawn
- Runs away from or is reluctant or frightened to go home.
- Is regularly blamed for things that go wrong
- Is made to carry out tasks inappropriate to their age
- Is not allowed to do normal childhood activities
- Displays excessive fear of their parents or carers
- Is excessively clingy or tearful.

Sexual Abuse: - is the forcing or enticing of a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may also include non-contact activities such as looking at, or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually 'inappropriate ways'.

Signs of Sexual Abuse.

Be especially concerned about a child who:

- Exhibits/uses sexually explicit behaviour/language.
- Has inappropriate sexual knowledge for his or her age.
- Attempts suicide or self-inflicts injuries
- Repeatedly runs away from home.

Female Genital Mutilation (FGM)

Female genital mutilation (sometimes referred to as female circumcision or female cutting) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

Child trafficking

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation. Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Grooming

Grooming is when an emotional connection is built with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed in a number of ways including online, by a stranger or by someone they know - for example a family member, friend or professional.

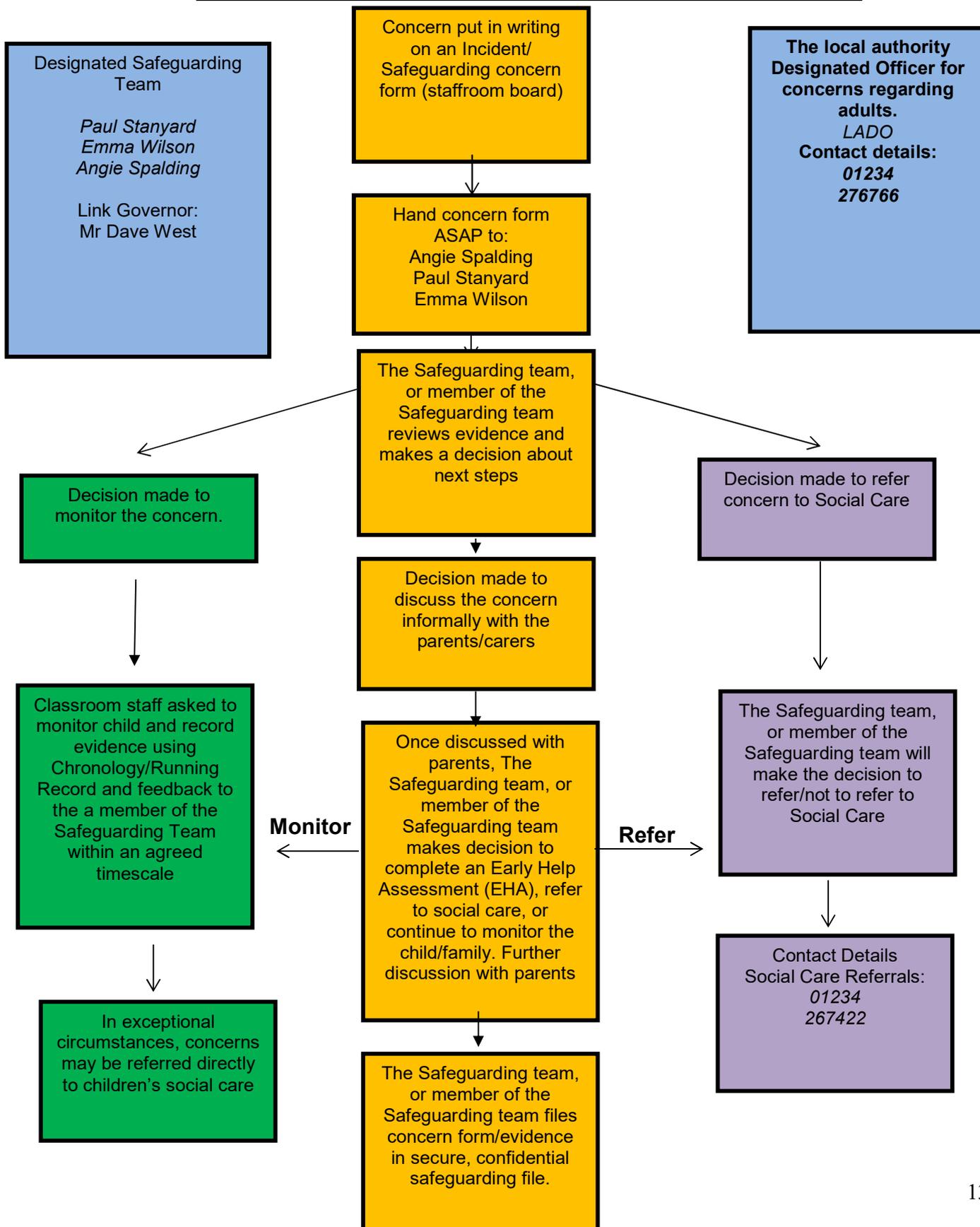
Bullying and Cyberbullying

Bullying is behaviour that hurts someone else e.g. name calling, hitting, pushing, and spreading rumours, threatening or undermining someone. Bullying that happens online, using social networks, games and mobile phones, is called cyberbullying and can happen anywhere and anytime day or night.

Radicalisation and Extremism - PREVENT

Prevent is about safeguarding people including children from the threat of terrorism. Prevent works towards safeguarding children to protect them from being drawn into terrorist activity.

Appendix 2
FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



CAMESTONE LOWER SCHOOL



Chronology Form

Name

Date	Brief details of event and outcome where appropriate	Reported by

Appendix 4

Whistle-blowing

Employees are often the first to realise that there may be something seriously wrong within the school environment. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the school. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

Staff should acknowledge their individual responsibilities to bring matters or concern to the attention of the Head teacher, FSW and/or external agencies. This is particularly important where the welfare of children may be at risk.

The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace. The Authority's confidential reporting code also referred to as the 'whistle blowing' policy, makes it clear that employees can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns within the school, rather than overlooking a problem.

As a first step, concerns should normally be raised with an individual's phase leader or the Head teacher. This depends however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if an individual believes that management is involved, they should approach the Head teacher or the Chair of Governors Mrs Julia Surman (contact details held in school office).

For more information.

<https://www.gov.uk/whistleblowing/what-is-a-whistleblower>