

# WINTON PRIMARY SCHOOL



## Safeguarding and Child Protection Policy and Procedure Guidelines

2020/2021

<b>Status</b>	Current	<b>Approval</b>	Full Governing Body
<b>Maintenance</b>	FGB	<b>Role(s) responsibility</b>	Designated Safeguarding Lead
<b>Date effective</b>	Dec 20	<b>Date of last review</b>	Dec 20
<b>Date of next review</b>	Dec 21	<b>Date withdrawn</b>	

## **1. Introduction and Policy Statement**

This school recognises that it plays an important role in child protection and safeguarding. At the heart of successful child protection is the recognition that safeguarding and promoting children's welfare is everyone's responsibility. School staff, volunteers, governors and trustees working in partnership with pupils and their parents are committed to creating a learning environment that is safe and where children can find appropriately trained adults and where staff can feel safe to practice. <sup>1</sup>

### **Duties of the Governing Board**

Section 175 of the Education Act 2002 places a duty on the school's governing body to have arrangements in place to ensure the safeguarding of children and to promote the welfare of children.<sup>2</sup> The Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Governors therefore will provide a school environment which promotes self-confidence, a feeling of self-worth and seek to imbue pupils with the knowledge that pupil's concerns will be listened to and acted upon.

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

The Governors will also ensure that the school carries out its statutory duties to report suspected cases of child abuse or neglect to the Local Authority Children's Services (Social Care usually via the Multi Agency Safeguarding Hub MASH) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect. The school recognises the contribution it can make to protect and support pupils in its care and contribute to a co-ordinated offer of early help.

The school is committed to ensuring that best practice is adopted when working with all children, offering them support and protection and it accepts that it has a legal and moral responsibility to

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<sup>1</sup> Safeguarding and promoting the welfare of children is everyone's responsibility (KCSIE 2020, Bullet 2)

<sup>2</sup> The Education (Independent School Standards) Regulations 2014 apply a duty to proprietors of independent schools (which in the case of academies and free schools is the academy trust) to ensure that arrangements are made to safeguard and promote the welfare of children. The requirements are similar for non-maintained special schools (Regulations 2015).

implement procedures, consistent with its duty of care over the children. In exercising that duty, the school will act to safeguard their well-being and to protect them from abuse.

The purpose of this policy is to:

- Afford protection for our pupils
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to all Governors, employees (including supply and peripatetic staff), volunteers and people using the school.

They must all create a positive culture of vigilance in which:

- A child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect;
- All employees and volunteers will receive safeguarding training appropriate to their role. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and to raise awareness of the wide range of safeguarding issues including how to help to respond and support the children in their care;
- The school will make opportunities to teach safeguarding, including online safety, as part of a broad and balanced curriculum (KCSIE – 93).
- Members of staff need to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare because children who are at risk of harm, are neglected or being abused, will only tell people they trust and with whom they feel safe.
- It is essential that the member of staff's own practice and behaviour puts children's welfare first, could not be misconstrued in any way nor would it contravene accepted good practice.
- All staff and volunteers are made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head Teacher (or Chair of Governors/Trustees if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.

## **Aims of the Policy**

### **This policy aims to do the following:**

- To raise the awareness of all school staff of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare;
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages; and
- To take account of and inform policy development and implementation in related areas such as discipline, bullying, staff and pupil behaviour, online safety, the preventing extremism agenda, attendance and exclusions.

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (A positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, and good adult role models).
2. **PROTECTION** (That agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (To support pupils, who may have been or are at risk of significant harm, to inform the way staff respond to their concerns, to set out any work that may be required and be of guidance in supporting those in need of early help services).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All practitioners work within the same child protection/safeguarding procedures.

## 2. Specific Roles in Safeguarding Children

The Governing Body ensures that the school has selected a member of the Senior Leadership Team as being responsible for leadership over safeguarding arrangements. They are the Designated Safeguarding Lead (DSL).<sup>3</sup>

A Nominated Safeguarding Governor takes the lead responsibility for safeguarding and works closely with the Designated Safeguarding Lead, the Head Teacher and Chair of Governors on safeguarding issues.

The Designated Safeguarding Lead is a senior member of staff from the school leadership team and the person most likely to have the complete safeguarding picture. They will take the lead responsibility in school for safeguarding and online safety. They will have the appropriate training, authority, time, support and resources to fulfil the duties of the role as described in the job description.<sup>4</sup>

The DSL and Deputy DSLs will liaise with the three safeguarding partners of the Pan-Dorset Safeguarding Children Partnership and with other agencies in line with the '*Working Together to Safeguard Children*' provisions.<sup>5</sup>

The DSL or a deputy DSL is always available during school hours for staff in the school to discuss any safeguarding concerns. In the event of partial or full school closure they are available by telephone or email.

Both due to the size of school, as well as to avoid delays, all four additional members of the senior team act as Deputy DSLs. In the absence of the DSL, all staff are aware of which deputy DSL is available.

Adequate and appropriate cover is arranged for out of hours/out of term activities.<sup>6</sup> Further details are available in the local guidance "Role of the DSL" and KCSIE Annex B.

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<sup>3</sup> The responsibilities of the governing body in relation to safeguarding are in KCSIE Part 2 and Ofsted inspecting safeguarding in early years, education and skills settings (2019) Annex 1 (see also BCP/Pan Dorset Safeguarding Children Partnership guidance).

<sup>4</sup> The Role of the DSL is set out in KCSIE 2020 (Annex B) is explicit in the role holder's job description.

<sup>5</sup> The NPCC – "When to call the police" should help the DSL to understand when they should consider calling the police and what they should expect. (KCSIE 70).

<sup>6</sup> (KCSIE 71).

## Definitions of Safeguarding and Child Protection

It is helpful to define certain terms as part of this policy. This is what is meant by these terms:-

**A child:** Anyone under the age of 18 years of age.

**Safeguarding and promoting the welfare of children is:** protecting children from maltreatment; preventing impairment of children's health or 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. (KCSIE 2020).

**Child protection:** refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (Working Together 2018 Appendix A glossary).

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE paragraph 29).

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Everyone in school should be aware of the range of safeguarding issues, and how these can put children at risk, these are set out in KCSIE 2020<sup>7</sup>. These include behaviours such as:

- drug taking;
- alcohol abuse;
- deliberately missing education;
- sexting (youth produced sexual imagery).
- Child Sexual Exploitation (CSE),
- Child Criminal Exploitation (CCE),
- peer on peer abuse;
- serious violence;
- female genital mutilation (FGM), or
- mental health.<sup>8</sup>

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<sup>7</sup> Keeping Children Safe in Education 2020

<sup>8</sup> Further definition and description is contained in KCSIE (2020) paragraphs 27-38.

### 3. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help support must be kept under constant review and consideration given to a referral to Children's Services/Multi Agency Safeguarding Hub (MASH) if the child's situation does not appear to be improving (KCSIE 42).

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help. It may:

- Undertake an assessment of the need for early help.
- Provide or refer to local early help services e.g. School Nurse, Pastoral Worker, School Counsellor, SENCO, Family Support, Team around the school, parenting courses or Education Social Worker.
- Refer to appropriate services e.g. CAMHS, YADAS.

The school ensures that pupils have a choice of staff who will listen to their concerns either about themselves or about one of their peers.

The parental capacity to support the child will be considered and what further help can be offered e.g. Early Help support, Family Support Hub, parenting course.<sup>9</sup>

### 5. Responding to Disclosures – Guidance For Staff

If a child wishes to confide in you the following guidelines should be adhered to:

#### **Be honest.**

- Do not make promises that you cannot keep.
- Explain that you are likely to have to tell other people in order to stop what is happening.

#### **Create a safe environment.**

- Stay calm.

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<sup>9</sup> For more information about Early Help and Integrated Working in BCP Early Help, Family Support and Young People's Strategy (2020 to 2023) The Early Help, Family Support and Young People's Strategy (2020 to 2023) And the BCP Family Information Directory <https://www.bcpfamilysupportdirectory.com/kb5/poole/fis/advice.page?id=PtOHe2WbPR8>



- Reassure the child and stress that he/she is not to blame.
- Tell the child that you know how difficult it must have been to confide in you.
- Listen to the child and tell them that you believe them and are taking what is being said seriously.

**Record by the appropriate means exactly what the child has said to you and include:**

- Child's name, address, date of birth
- Date and time of any incident
- What the child said and what you said
- Your observations e.g. child's behaviour and emotional state
- Any action you took as a result of your concerns - specific information about who you spoke to including names, phone numbers and resulting actions
- Sign and date the record and pass to the DSL

**Be clear about what the child says and what you say.**

- Do not interview the child and keep questions to a minimum.
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- If you have to ask questions to elicit detail then use TED questions (Tell me, Explain, Describe)

**Maintain confidentiality**

- Only tell those people that it is necessary to inform.

**Do not take sole responsibility**

- Immediately consult your Designated Safeguarding Lead or a Deputy DSL so that any appropriate action can be taken to protect the pupil if necessary.
- The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by the MASH whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
- Referrals to the MASH will normally be made by the DSL or in their absence a deputy DSL. In exceptional circumstances any other individual with concerns can take advice from the local Children's Social Care (MASH) and any action taken

should be shared with the DSL (or Deputy) as soon as is practically possible (KCSIE 45)

MASH/Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

### **Responding to signs of abuse or neglect**

- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection.
- They should be vigilant, protective and discuss any concerns with the DSL or deputy who will refer to Social Care or other agencies where appropriate
- The DSL / SLT / staff use the Continuum of Need (August 2019) when making decisions about appropriate support or referral for a child. This includes reference to the 'Four levels of need' and the 'Three domains'.
- All concerns must be recorded in line with Safeguarding Children Partnership guidance
- Staff need to have an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- Fear about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children (KCSIE 46 & 85).

### **Following up referrals**

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re-contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended.
- If after a referral the child's situation does not appear to be improving, the DSL should consider following local escalation procedures (KCSIE 53).
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level.
- Where there is a difference of opinion with another agency and this cannot be resolved the escalation policy should be used.

[https://pandorsetscb.proceduresonline.com/p\\_escalation.html](https://pandorsetscb.proceduresonline.com/p_escalation.html)

If a member of staff is unsure further information can be found in KCSIE Part 1 and 'What to do if'<sup>10</sup>

## **6. Partnership with Parents/Carers and the Community**

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted.

We are committed to working with parents positively, openly and honestly. We will ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information<sup>11</sup> until we have permission to do so or if it is necessary to promote the welfare and protect the safety of children (KCSIE Para 85).<sup>12</sup>

The School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with the school. We promote to parents our Safeguarding and Child Protection Policies and parents are made aware that these are on the school website. The school will provide and/or access early help services and can refer or signpost a parent to services with their consent.

Information about safeguarding is readily available and visible in the school e.g. posters, names of DSLs and other relevant staff e.g. Anti-Bullying Champion, Online Safety Champion, Pastoral Care Worker, KCSIE LSCB leaflet in reception, and on the school web site safeguarding page.

The school has links with its local community which seeks to promote the welfare and safeguarding of the pupils e.g. with respect to religious, cultural or other local issues.

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<sup>10</sup> Social Care referrals:

BCP Children's Services First Response Hub/MASH – 01202 735046 MASH@bcpcouncil.gov.uk

The Dorset Police MASH

mash@dorset.pnn.police.uk

Call 101

<sup>11</sup> The "Data Protection; Toolkit for Schools" provides guidance to support school data protection activity, including compliance with GDPR.

<sup>12</sup> The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purpose of keeping children safe.

If you have any reason to make a complaint about the school, the procedures will be found on the school website.

## **7. Domestic Abuse**

This school receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns, we will discuss the need for further safeguarding actions with Social Care or the police. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi-agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

The school website/information boards will provide contacts to local domestic abuse services e.g. [National DV Helpline](#) 0808 2000247, [Poole DA Outreach](#) 01202 710777, [Bournemouth DA Service](#).

## **8. Pupils with Child Protection or Child in Need Plans (KCSIE 109-112)**

Governors recognise that pupils who are the subjects of abuse, neglect or who live in situations of domestic abuse may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or a Deputy will attend and provide reports for strategy discussions, CP conferences, core group meetings, Child in Need meetings and contribute to assessments and plans.

## **9. Specific Issues to Consider**

### **9a. Children with Special Educational Needs or Disabilities (see KCSIE 126)**

Governors recognise that children with special educational needs or disabilities can face additional safeguarding challenges and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. They may be increasingly vulnerable to being bullied, at higher risk of criminal (including sexual) exploitation, online grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular child's needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND children including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration,
- communication difficulties;
- not necessarily showing outwardly the signs of the impact of others behaviour towards them such as bullying.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

## **9b. Children with Mental Health/Emotional Health Needs (KCSIE 113-116 also linked to Annex A)**

Pupils identified with mental health/emotional issues or those with parents/siblings identified with mental health issues will be offered additional support. Pupils will have a choice of staff who will listen to their concerns about themselves or other pupils and appropriate early help services are available within school.

Some staff will practice mental health first aid (if trained). Our Parent Support Worker is trained and will disseminate training to support staff who work with children. Referrals will be made to CAMHS or other appropriate services in conjunction with parents. The DSL or other appropriate member of staff may seek advice from the CAMHS Link Worker or consultation service.<sup>13</sup>

The school will deploy a strategy for providing ongoing education for children subject to S26 Mental Health (Children & Families) Act 2014.

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<sup>13</sup> The school is working in line with mental health and behaviour in schools guidance 2018.

The school will support pupils with strategies to develop their own emotional well-being i.e. emotional literacy and resilience. Additional support will be available at specific times or when individuals need it. This will be provided either in-house or by liaison with outside agencies who provide counselling, support or programmes for children to work on.

**9c. Children who are looked after, those previously looked after and care leavers KCSIE 117-119, 125**

The school holds information confidentially relating to a child's legal status, care arrangements, contact arrangements and any plans that are in place. Only staff who need to know this information have access to it. Additional support and plans will be regularly reviewed to ensure children are receiving the support they require.

**9d. Substance Abuse (KCSIE Annex A)**

Staff should report any concerns about this issue to the DSL, or in their absence, a deputy DSL. DSLs are aware of the preventative guidance and education which should be used if required. The school curriculum will educate children, at an age appropriate level, about this issue.

**9e. FGM/Forced Marriage/ Breast Ironing/ So called 'Honour Based' violence (KCSIE Part 1, Annex A, P83-84)**

Staff should report concerns about these issue to the DSL or in their absence, a deputy DSL. Safeguarding training includes signs which may indicate a concern. Further training for staff on the signs of breast ironing is available here:

<https://www.cps.gov.uk/cps/news/breast-ironing-recognised-child-cruelty-and-assault-cps>

DSLs will carry out a risk assessment for any child who is leaving the country and reported as a Child Missing Education (CME).

**9f. Trafficking and Modern Day Slavery (KCSIE Annex A – link – Child Exploitation P90)**

The school uses staff training to raise awareness of these issues and to ensure that staff have a clear understanding of how these may impact our children and families. Referrals will be made to the police or Children's Social Care as required.

### **9g. Children at risk of Child Sexual Exploitation (CSE) and other Criminal Exploitation (CE)**

Staff receive training in these areas as part of their safeguarding training. The school uses the Pan Dorset Safeguarding Children Partnership guidance and the use of the [Child Exploitation Toolkit](#) to ensure it works with other agencies to address this issue.

Through the PSHE curriculum children are taught how to keep themselves safe and parents are signposted to further advice or guidance as required. DSLs will use KCSIE (part 1 and Annex A) if concerns are raised about these areas.

DSLs attend local training events which consider issues such as County Lines (where drugs are transported from one area to another, often by children or the vulnerable) and how the school can work with other agencies to reduce the risk of harm from these activities.

### **9h. Gangs, Youth Violence, Weapons (KCSIE Serious Violence (31-32) including County Lines, Annex A)**

Staff receive training in these areas as part of their safeguarding training. For further guidance staff should use should use KCSIE Para 29 & 30. The school will work closely with the police on these matters.

### **9i. Children and the court system (KCSIE Annex A, P79)**

The pastoral team are aware of tools and support which can be accessed and will offer additional support at school to children involved in any form of court process.

### **9j. Homelessness (Annexe A – P82)**

The school will work with parents and other agencies where housing issues may be posing a risk to a child's welfare. If a child is thought to be at risk of harm a referral will be made to the MASH.

### **9k. Children with family members in prison (KCSIE Annexe A, P79)**

The school will work to support children with family members in prison and every effort will be made to mitigate any negative consequences for the child. As required referrals will be made to other agencies who may be able to provide support such as ([NICCO](#)).

#### **10. Peer on Peer Abuse e.g. bullying, sexual violence and sexual harassment, physical abuse, initiation rituals (KCSIE 105 and Part 5)**

Through training and awareness raising, staff should recognise that children are capable of abusing their peers. Procedures should be in place to minimise the risk of peer on peer abuse. Any allegations will be recorded, investigated and dealt with, with support available for victims, perpetrators and other children affected.

Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Any concerns should be reported to a member of the Senior Leadership Team (SLT) for investigation, recording and follow up with parents. Staff should be clear that any sort of activity which could be classed as sexual assault, upskirting or initiation or hazing activity would always need to be reported to senior staff.

#### **Concerns about child on child sexual violence and sexual harassment**

Concerns will be reported to the DSL immediately and a referral made to the MASH who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. The School will use the School Risk Assessment Management Plan (RAMP). The risk to other pupils and staff will be assessed and the school will assess the level of support and school action needed to protect other pupils in the school. ([See also Safeguarding Partnership Policy and KCSIE Part 5 and Sexual Violence and Sexual Harassment between children in schools and colleges May 2018](#)).

#### **Bullying, significant friendship issues and prejudice**

These issues are detailed in the school's Behaviour Policy and Anti-Bullying Policy. The DSL will make decisions about when bullying behaviour should be referred to the MASH.

#### **11. Pupil Participation in Safeguarding (KCSIE 107)**

- All pupils in the school are aware of staff they can talk to if they have a concern or issue they want to share or discuss. Names of DSL and deputies are displayed around school with accompanying photographs, so they are readily identifiable.



- Safeguarding and what constitutes a healthy relationship both online and offline are taught through the curriculum e.g. personal safety, the impact of risky behaviour as well as road, rail and water safety.
- The Safe Schools and Communities team are regularly used to deliver whole class and individual safety work as required.
- On line resources are promoted to pupils through their curriculum.
- Pupils views are sought and safeguarding issues are surveyed annually and on an informal basis throughout the year.

## **12. Safer Recruitment (KCSIE Part 3)**

The school takes safer recruitment very seriously. Senior staff, business manager and governors undertake safer recruitment training. All recruitment panels have at least one member who holds safer recruitment training.

The school holds a Single Central Record of the rigorous checks it makes prior to appointing a new member of staff.

When recruiting governors or volunteers a variety of checks are made. These include references, interviews, safeguarding training and policy discussion before appointment.

## **13. Staff training, development and induction (KCSIE 12, 13-18, 66, 89-91)**

- All new staff, volunteers and Governors/Trustees will receive Safeguarding induction to ensure understanding of the child protection/safeguarding policy and procedures. This training includes reference to the Teaching Standards 2012 (KCSIE 12).
- The DSL and deputies will attend Level 3 safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and local safeguarding policy and guidance.
- The whole school staff group will receive formal safeguarding training at least every three years with regular and at least annual up-dates and notifications of any necessary changes, reminders being made available as required e.g. via email, e-bulletins, staff meetings.
- The school uses the Pan Dorset Safeguarding Children Partnership guidance in relation to safeguarding training (Sept 2020).

- Staff who undertake work in pastoral or safeguarding areas receive appropriate support and supervision.
- All staff are regularly trained and updated in safeguarding and child protection matters, including mental health concerns, CCE and CSE so that they can identify and report the impact on a child (KCSIE 4, 21, 28, 34-38, 56)

#### **14. Safer Working Practice**

- The school has a clear code of conduct which all staff read and acknowledge on induction. Our safeguarding training includes a section on safer working practice.
- It is vitally important that staff follow the guidance on safer working practice to ensure that the school is effective in keeping both pupils and staff safe.
- Safe working practice ensures that pupils are safe and that all staff, volunteers and Governors/Trustees;
  - Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
  - Ensure their online activity follows the school's expectations.
  - Work in an open and transparent way.
  - Work with other colleagues where possible in situations open to question.
  - Discuss and/or take advice from school management over any incident which may give rise to concern.
  - Record any incidents with the actions and decisions made.
  - Apply the same practitioner standards regardless of gender, race, disability or sexuality.
  - Be aware of confidentiality policy.
  - Are aware that breaches of the law and other practitioner guidelines could result in criminal or disciplinary action being taken against them.

#### **15. Staff Behaviour**

There are good practice guidelines for staff in the school's behaviour policy and the code of conduct. Both these documents encourage staff to behave in the way that the school expects of all staff. Staff should:

- Treat all children with respect.
- Set a good example by conducting themselves professionally at all times.

- Involve children in decision-making which affects them.
- Encourage positive and safe behaviour among children.
- Be a good listener.
- Be alert to changes in a child's behaviour.
- Recognise that challenging behaviour may be an indicator of abuse.
- Read and understand all of the school's safeguarding and guidance documents on wider safeguarding issues for example bullying, physical contact, online-safety and information sharing.
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid.
- Maintain appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language.
- Maintain practitioner standards and boundaries at all times on and off the school site.
- Be aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse.
- Staff, volunteers, governors/trustees should not be involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities.
- Staff and volunteers are reminded they are required to declare any offences or involvement with the police relevant to their employment.
- Where safeguarding or criminal issues occur in an employee's private life the impact of this on their suitability to work with children will be assessed with the support of the LADO/HR as appropriate.

## **16. Allegations Against Staff**

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer it to the Local Authority Designated Officer (LADO):

**Contact:** Laura Baldwin or John McLaughlin  
01202 456744 / lado@bcpcouncil.gov.uk

Any concern or allegation against a Headteacher will be reported to the Chair of Governors, who will then report this to the LADO.

The Keeping Children Safe in Education 2020 (56, 101-102 and Part 4), process and procedures will be followed for any allegations, both the investigation and support for any individual who has or may have behaved in a way that indicates they may not be suitable to work with children. All local procedures will also be adhered to.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. The Whistleblowing Policy is accessible, along with other school policies, on the staff shared drive.<sup>14</sup>

### **Allegations against supply teachers (KCSIE 214-217)**

Supply teachers, whilst not employed by the governing body are still under the supervision and direction of the school when on site. The school will therefore ensure that any allegation is managed properly and in discussion with the LADO.

## **17. Welcoming other practitioners**

Visitors with a practitioner role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation.

Visits by these practitioners should be arranged and booked in advance, as much as possible. Practitioners will be required to bring their identity badges on all visits and to wear these after showing them on entry for ID confirmation. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

For agency, third-party staff and contractors, safer recruitment procedures and the guidance in KCSIE is followed. Written confirmation is obtained from the agency or third-party organisation to seek assurance that appropriate checks have been conducted on their member of staff.

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<sup>14</sup> The NSPCC whistle blowing helpline is a resource that staff can access <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

## **18. Off Site Visits**

Off site visits are the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the Pan Dorset Safeguarding Children Partnership procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to the MASH if appropriate. In emergency the staff member in charge will contact the police and/or the MASH.

The child protection/safeguarding policy and procedures of an off-site provider e.g. water sport activity, will be checked and the DSL satisfied that they are up to date, appropriate and DfE compliant before using the facility.

### **18.b Use of Alternative Provision (KCSIE Para 185)**

If our pupils are accessing an alternative educational provision the school retains responsibility for ensuring that the pupil is safeguarded. The Headteacher/DSL will check the safeguarding policy and procedures of the alternative provision and ensure that all staff who work with the child are suitably vetted and recorded on the Single Central Record.

## **19. Foreign Exchange Visits (KCSIE Para 191, Annexe E)**

Schools must satisfy themselves that parents/carers who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Host families provide regulated activity and are subject to appropriate checks as per KCSIE guidance.

Schools should work with partner schools abroad to establish a shared understanding of, and agreement to, the arrangements in place for the visit, satisfying themselves that the arrangements are appropriate and sufficient for safeguarding effectively every child who will take part in the exchange (KCSIE Annex E).

## **20. Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through

taking or using images, so we must ensure that the school has some safeguards in place. To protect children, we will:

- Seek pupil consent for photographs to be taken or published if appropriate (for example, on our website or in newspapers or publications).
- Seek parental consent.
- Use only the child's first name with an image.
- Ensure that children are appropriately dressed.
- Encourage children to tell us if they are worried about any photographs that are taken of them.

At events where parents are invited to attend a member of staff will make an announcement reminding parents that they may only take pictures for their own personal record of the occasion and should not share them on social media or in any electronic form.

## **21. Children Missing From Education, EHE, Exclusion And Attendance – KCSIE Link 63 And Annex A**

The school will keep its admission register accurate and up to date. The school attendance procedure is regularly updated and understood by all staff. Attendance and patterns of attendance will be regularly reviewed. Any children missing education will be reported as required by the statutory guidance 'Children Missing Education' (Sept 2018). The DSL will co-ordinate the work of staff supporting families where children are missing education. Attendance monitoring at the school is carried out on an individual pupil basis. The school will do all it can to ascertain the whereabouts of any pupil missing education. The school will liaise with the Local Authority and all relevant teams within the Local Authority.

A child missing education is at significant risk of under achievement, being a victim of harm, abuse or neglect including criminal or sexual exploitation, at risk from or are involved with serious violent crime or risk of radicalisation.

After reasonable attempts have been made by the school to contact the family, the school will follow the statutory guidance and local procedures and refer to the Local Authority education welfare/attendance service.

All schools must inform their Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.

Any safeguarding concerns about children who become EHE will be communicated to the MASH or other services.

If a school excludes a pupil from site or educates them off site they will endeavour to ensure their safety.<sup>15</sup>

## **22. The Prevent Agenda (Annexe A P84-85 and See also [Prevent Duty Guidance for England and Wales Para 57 – 76](#)**

The school has responsibilities in relation to the Counter Terrorism and Security Act 2015. This duty is known as the Prevent duty.

- The Prevent lead is the DSL.
- Staff have training and a duty to assess the risk of pupils being radicalised and drawn into terrorism.
- The DSL will make decisions about appropriate action or support and consider referral to the MASH or for immediate response the Anti-Terror hotline on 0800 789321.
- Where the school has any concerns about pupils travelling to a conflict zone, advice will be sought from the Home Office and a referral to the MASH made if still concerned.
- Where there are concerns the school will work in partnership with other agencies.
- School staff will make every effort to ensure effective engagement with parents/the family as they are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns and signpost to support. We will discuss any concerns the school has with parents unless this is thought to put the child at risk.
- Staff and Governors receive training to raise awareness and keep them up to date with local risks.
- The school has an acceptable use policy and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- British values are promoted in the curriculum.

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<sup>15</sup> The Statutory Guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England' (2017) sets out the lawful use of these powers.

**Lock Down Policy** – The school has a policy and procedure that describes the actions school staff and pupils should take in the event of an emergency. The policy covers a number of possible scenarios and explains the relevant protocol and rationale behind it. Staff receive training in relation to this on induction as well as an annual refresher.

### **23. Other relevant policies**

This policy should be read in conjunction with other school policies including those that cover health and safety including medical, first aid, intimate care, site security, lock down, physical intervention, behaviour policy, respect agenda, staff behaviour policy/code of conduct, anti-bullying policy, equalities duties, inclusion policy, physical restraint, reasonable force, online safety, internet acceptable use policy, whistleblowing, complaints, managing allegations and lettings policy.

### **Covid 19 Pandemic**

Relevant to this year is the impact of the Covid 19 pandemic on the safeguarding of children. Staff are aware of the increased need for vigilance when there is partial or full school closure as well as during periods of isolation for pupils or families. None of these events impact the availability of DSL or a deputy. However, staff may need to use email, telephone or online communication to ensure timely reporting of concerns and monitoring of follow up actions. The DSL or a deputy are available for contact during any school closure. The school has had to extend the work of key staff to ensure that safeguarding of pupils is effective and this has included virtual and telephone contact as well as face to face home visits. Equally the need to liaise with other agencies and raise concerns in a timely way has been highlighted and the school has adapted its practices to meet its safeguarding duty under these challenging conditions. Parents are made aware that they can also reach the school via email at any time to raise a concern or issue.

### **24. School Safeguarding Responsibilities Summary**

#### **Winton Primary School will:**

- Abide by the Keeping Children Safe in Education guidance which highlights.
- Safeguarding and promoting the welfare of children is everyone's responsibility.
- **Everyone** who comes into contact with children and their families has a role to play.



- School and college staff are particularly important as they are in a position to identify concerns early, provide help and advice for children, and prevent concerns from escalating.
- Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*.
- Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE Part One).
  - Give all staff and volunteers a copy of Part 1 of KCSIE and ensure that it is read and understood with knowledge of and access to all of KCSIE - especially Part 4: Allegations of abuse made against teachers and other staff and Part 5 Child on Child Sexual Violence and Sexual Harassment.

As a school we will:

- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Pan Dorset Safeguarding Children Partnership.
- Appoint a lead governor responsible for safeguarding practice within the school.
- Have safeguarding as a standing agenda item at staff meetings and governing body meetings and minutes recorded.
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and appoint other Deputy DSLs to provide adequate cover.
- Ensure that the DSL (usually) leads on the Prevent agenda.
- Appoint a named member of staff to support children who are Looked After Children (Designated teacher) and those previously looked after who will work closely with the Local Authority including Social Workers and the Virtual Head and DSL where this post is held separately.
- Require teachers, all staff, supply staff and volunteers to work within the Pan Dorset Safeguarding Children Partnership procedures, school policy and good practice guidelines.
- Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance, and that contacts within extended services require safer recruitment and safeguarding compliance.
- Undertake relevant safer recruitment and allegations management training.

- Ensure any external contractors using, or are on, school premises i.e. after school clubs, sports clubs) have up to date safeguarding policies and are signed up to Safeguarding Procedures. Also ensure that they follow guidelines on the use of restraint and comply with the safeguarding requirements.
- Ensure all staff and volunteers comply with Safer Working practice for adults who work with children in Education Settings and the agreed school code of conduct/behaviour policy
- Sign up to the Dorset Information Sharing Charter (DISC) previously the Dorset overarching information sharing protocol and share information relating to MARAC and the personal information sharing agreement with respect to receiving alerts about domestic abuse and advise parents accordingly.
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children.
- Ensure management of allegations procedures are implemented.
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected.
- Have and use an 'Anti Bullying Policy' responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an online-safety policy in line with KCSIE 2020. Have a member of staff as an Online/E-Safety Champion.
- Have a whistle blowing policy where it is safe to discuss concerns.
- Be aware of the needs of vulnerable groups, identify and action for all identified.
- Ensure all staff maintain a culture of high aspirations for all children, especially those who are vulnerable.
- Make policies available to parents and pupils via the school website or other means.
- Provide education to children about safeguarding issues.
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally.
- Undertake an annual audit of safeguarding, using the Pan Dorset Safeguarding Children Partnership Self Evaluation audit tool which will be shared with the Governing Body leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and local guidance.
- Reporting on safeguarding to the Governing Body at least annually.
- Review and update the safeguarding policy annually and when any significant changes occur.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- Allegations against staff – work with the LADO
- Child exploitation including Child Criminal Exploitation (CCE) Child Sexual Exploitation (CSE), serious violence
- County Lines
- Bullying including cyberbullying and prejudice based bullying
- Children missing from education, EHE, exclusions and attendance
- Children and the court system
- Children with family members in prison
- Domestic abuse
- Drugs and alcohol misuse
- Early Help
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Health and Safety
- Homelessness
- Honour – based violence (HBV)
- Illegal child employment
- Mental health
- Physical Intervention, reasonable force, isolation and deprivation of liberty
- Private fostering/any regulated activity such as host families
- Peer on peer abuse
- Police - Upskirting
- Radicalisation/extremism
- Sexting/grooming and other online safety issues
- Sexual violence and sexual harassment between children
- Teenage relationship abuse
- Trafficking and modern slavery
- Work related learning and child employment

## 25. Links to relevant law and guidance

- Working Together to Safeguarding Children 2018  
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
- Keeping children safe in education 2020  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)
- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)  
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
- Inspecting safeguarding in early years, education and skills settings 2019  
<https://www.gov.uk/government/collections/education-inspection-framework?#guidance-for-education-providers>
- Guidance for Safer Working Practice for Adults who work with children and young people  
<https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- Bournemouth and Poole Local Safeguarding Children's board (LSCB)  
[www.bournemouth-poole-lscb.org.uk](http://www.bournemouth-poole-lscb.org.uk)
- Governor/Trustee's Handbook – March 2019  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/788234/governance\\_handbook\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf)
- Pan-Dorset Safeguarding Children Partnership <https://pdscp.co.uk>
- What to do if you're worried a child is being abused – March 2015  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

- Preventing and Tackling Bullying  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Department for Education – e-safety guidelines  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251455/advise\\_on\\_child\\_internet\\_safety.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advise_on_child_internet_safety.pdf)
- Safeguarding: Disclosure and Barring  
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- The Information Commissioner’s Office – Data Protection Act in Schools and Education  
<https://ico.org.uk/your-data-matters/schools/pupils-info/>
- The South West Grid for Learning (SWGfL)  
<http://swgfl.org.uk/>
- BCP Family Information Directory  
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>
- Children & Family’s Information Service –Bournemouth Borough Council  
<http://www.bournemouth.gov.uk/ChildrenEducation/Childcare/ChildrensInformationService.aspx>
- ‘Exclusion from maintained schools, Academies and pupil referral units in England’ (2017)  
<https://www.gov.uk/government/publications/school-exclusion>
- Children Missing Education (September 2016)  
<https://www.gov.uk/government/publications/children-missing-education>
- Pan Dorset Continuum of Need 2019  
<https://pandorsetscb.proceduresonline.com/contents.html>

- CE Toolkit  
<https://pandorsetscb.proceduresonline.com/contents.html>
- Teaching Online Safety in Schools June 2019  
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

The Designated Safeguarding Lead is Neil Tarchetti

Telephone number: 01202 513988

The Deputy Designated Staff for Safeguarding are Kate James, Alison Sinclair, Leif Overment and Laura Perrett.

Telephone number: 01202 513988

The Lead Safeguarding Governor/Trustee is Angela England-Holland.

Telephone number: 01202 513988

Date Safeguarding policy adopted by Governing Body 9/12/20

Signed

Head teacher.....

Chair of Governors/Trustees.....

Date to be reviewed – December 2021.

The Head Teacher and Governing Body with the Designated Safeguarding Lead will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.