



# WINCHCOMBE SCHOOL

## Safeguarding and Child Protection Policy 2020

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**Review Date: March 2018**

**Next Review: January 2020**

**Review Responsibility: TY/VL/FGB**

**This Policy was reviewed and adopted by the Full Governing Body**

|                  |  |                           |
|------------------|--|---------------------------|
| <b>Adopted</b>   |  |                           |
| <b>Signature</b> |  | <b>Head Teacher</b>       |
| <b>Signature</b> |  | <b>Chair of Governors</b> |
| <b>Date</b>      |  |                           |

This policy is firmly based on current legislation and Local Authority guidance, including:

[The Safeguarding Children Handbook](#) (“Live version”- i.e. use online only rather than a printed copy due to regular updating) issued by the Gloucestershire Safeguarding Children Board.

The policy and appendices should be read and deployed in conjunction with the following statutory guidance, school policies and documents:

[Keeping Children Safe in Education September 2020](#) Department for Education (DfE)

[Working Together to Safeguard Children February 2019](#) DfE

[Supervision of Activity with Children 2013](#) DfE

[Guidance for Safer Working Practice for Adults who Work with Children and Young People October 2015](#) Safer Recruitment Consortium inc NCSPCC, Lucy Faithfull Foundation et al

[Governance Handbook January 2017](#) DfE

[Multi Agency Statutory Guidance on FGM April 2016](#) HM Government

[Information Sharing March 2015](#) HM Government

[Prevent Duty as part of the Counter-Terrorism & Security Act 2015](#)

[Education \(Independent School Standards\) Regulations 2014, Part 3 of Schedule](#)

[Safeguarding Vulnerable Groups Act 2006](#)

[The Children Act 1989 \(& 2004 amendment\)](#)

[Female Genital Mutilation \(FGM\) Act 2003](#)

[Rehabilitation of Offenders Act 1974](#)

**Winchcombe School Staff Recruitment Policy**

**Winchcombe School Behaviour Management Policy**

**Winchcombe School Anti-Bullying Policy**

**Winchcombe School Risk Management Policy**

**Winchcombe School Health & Safety Policy**

**Winchcombe School Attendance & Absence Policy**

**Winchcombe School Complaints Procedure**

**Winchcombe School Allegations Management Policy**

**Winchcombe School Conduct Policy**

**Winchcombe School Social Media Policy**

**Winchcombe School E Safety Policy**

**Winchcombe School SEND Policy**

The above list is not exhaustive but when undertaking development or planning of any kind the School will always need to consider safeguarding matters first. The Governing Body’s legal responsibilities for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is to ensure that safeguarding permeates all activities and functions; hence, the reference to numerous other policies such as those listed above.

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## 1. Aims

The aim of this policy is to support and maintain pupil well-being. Winchcombe School fully recognises its responsibilities for safeguarding children. As an Academy the School will continue to work in co-operation with, and follow the guidance and procedures of Gloucestershire Safeguarding Children Board (GSCB) and Safeguarding Partnership. in all matters of Safeguarding and Child Protection. The aims of this policy are in line with the aims of the school, namely: -

- To make Winchcombe School a school of excellence
- To provide every opportunity for pupils of all abilities to achieve their full academic potential
- To support every child towards developing fully - personally, physically, socially and spiritually
- To ensure that every pupil feels safe, supported, confident and happy
- To build a learning partnership between pupils, parents, staff and governors
- To make a positive, constructive, compassionate and valuable contribution to the local and global community

Winchcombe School fully recognises its responsibilities for child protection. Our policy and procedures applies to all staff, governors and volunteers working in the school. There are seven main elements to our safeguarding and child protection processes:

1. Establishing a safe environment in which children can learn and develop.
2. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
3. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
4. Ensuring all staff are properly trained in recognising and reporting safeguarding issues.

5. Ensuring appropriate action is taken in a timely manner to safeguard and promote children's welfare whilst being mindful of confidentiality and information sharing responsibilities.
6. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
7. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

## **2. Establishing a Safe Environment**

Winchcombe School promotes a positive, supportive and secure environment and gives pupils a sense of being valued. Our School has an open and caring attitude towards children as part of its responsibility for pastoral care. We establish and maintain an environment where children feel secure, are encouraged to talk and are listened to. We ensure that children know there are adults in school (both staff and independent volunteers, mentors and counsellors) whom they can approach if they are worried. We include opportunities in our curriculum for children to develop the skills they need to recognise and stay safe from abuse. We encourage both children and parents to talk to adults in school about any concerns and strongly promote the School as a safe place when there are difficulties.

## **3. Definitions**

**Safeguarding and promoting the welfare of children** means:

- 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
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse including peer on peer abuse.

**Neglect** is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

**Staff** includes permanent, temporary and cover staff plus volunteers and governors.

**Local Authority** means [Gloucestershire County Council](#)

#### **4. Equality Statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

#### **5. Roles & Responsibilities**

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Gloucestershire Safeguarding Children's Board. Our policy and procedures also apply to extended school and off-site activities.

### **5.1 All staff**

All staff as defined above, will read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including but not limited to the Policies referred to above and the role of the Designated Safeguarding Lead (DSL)
- The Early Help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment (see appendix 9)
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as children missing from education, child sexual exploitation (CSE), peer on peer abuse, private fostering, FGM, forced marriage and radicalisation (see appendix 5)

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

### **5.2 The Designated Safeguarding Lead (DSL)**

Our DSL is **Tim Young**, Assistant Head Teacher. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL and Lead Governor for Safeguarding are contactable by email and by telephone out of school hours. Their contact information is provided on the Safeguarding Notice Board in the Staff Area.

When the DSL is absent, the Deputy DSL's (**Caroline Russell and Rachel Peters**) will act as cover.

If the DSL and Deputies are not available, **Jonathan Templeton**, Head Teacher will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Head Teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description.

The DSL and Deputy DSL check CPOMS daily for updates. If an incident is logged on CPOMS the DSL or DDSL will check it, mark it as read and respond if required with actions. CPOMS is now the schools only reporting system for safeguarding and child protection issues.

### **5.3 The Governing Body**

The Governing Body will approve this policy at each review, and hold the Head Teacher to account for its implementation.

The Governing Body will appoint a Lead Safeguarding Governor (**Victoria Leather**) to monitor the effectiveness of this policy in conjunction with the Full Governing Body. This is always a different person from the DSL.



The Chair of Governors (**Sue Proctor**) will act as the 'case manager' in the event that an allegation of abuse is made against the Head Teacher, where appropriate (see appendix 3).

#### **5.4 The Head Teacher**

The Head Teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

### **6. Confidentiality and Information Sharing**

The safety, wellbeing and protection of our pupils is the paramount consideration in all decisions staff at this school make about confidentiality. The appropriate sharing of information between school staff is an essential element in ensuring our pupils' well-being and safety.

It is an essential part of the ethos of our school that trust is established to enable pupils, staff, and parents/carers to seek help both within and outside the school and minimise the number of situations when personal information is shared to ensure pupils and staff are supported and safe.

Pupils, parents/carers and staff need to know the boundaries of confidentiality in order to feel safe and comfortable in discussing personal issues and concerns, including sex and relationships.

The school's attitude to confidentiality is open and easily understood and everyone should be able to trust the boundaries of confidentiality operating within the school.

Issues concerning personal information including sex and relationships and other personal matters can arise at any time.

Everyone in the school community needs to know that no one can offer absolute confidentiality.

Everyone in the school community needs to know the limits of confidentiality that can be offered by individuals within the school community, so they can make informed decisions about the most appropriate person to talk to about any health, sex and relationship or other personal issue they want to discuss.

Appendix 4 provides more information on Confidentiality and Information Sharing.

## **7. Recognising Abuse and Taking Action**

All Staff and Governors must follow the procedures set out below in the event of a safeguarding issue.

### **7.1 If a child is in immediate danger**

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **ANYONE CAN MAKE A REFERRAL.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

The Gloucestershire Safeguarding Children Board's Continuum of Need is included as Appendix 6 and a copy is displayed in the Staff Area on the Safeguarding Notice Board.

The Social Care Team for Children and Families in Gloucestershire can be contacted on 01452 426565 during office hours but if you are concerned about the immediate safety of a child you should contact the Police on 101 at any time. For Out of Hours social advice, the Emergency Duty Team of the local authority can be contacted on 01452 614194. Attention is also drawn to the contact details in this policy including Winchcombe School's out of hours contacts.

### **7.2 If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and **do not** ask leading questions. Accept what is being said without judgement: listen carefully, quietly & patiently.
- Stay calm and do not show that you are shocked or upset. **Do not** seek help whilst the child is talking to you.
- Tell the child they have done the right thing in telling you. **Do not** tell them they should have told you sooner. Assure them it is not their fault and you will do your best to help.
- Explain what will happen next and that you will have to pass this information on. **Do not** promise to keep it a secret. Be aware the child may have been threatened.
- Write up your conversation as soon as possible with any safeguarding concerns, in the child's own words. Stick to the facts, and **do not** put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so
- Record your intervention on CPOMS and select the appropriate team or individuals to action your cause for concern.
- All staff should be able to use CPOMS. This should be the first port of call for logging a safeguarding issue or a bullying issue with a safeguarding concern for the student involved. CPOMS will be used as an electronic record of safeguarding concerns for a particular child. For children, Toot Toot Make a Noise should be their main electronic record of concerns or bullying issues.

### **7.3 If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises ***"all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs"***.

FGM is illegal in the UK and is a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 5.

**Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. **This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Do not rely on the DSL to do this. The responsibility lies with the teacher.**

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. **Staff should not examine pupils.**

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

**Any member of staff** who suspects a pupil is *at risk* of FGM, must speak to the DSL and follow our local safeguarding procedures which can be found at appendix 6.

If you have any queries or questions in relation to this procedure please contact Sophie Jarrett, Strategic County Domestic Abuse and Sexual Violence Co-ordinator, [sophie.jarrett@gloucestershire.pnn.police.uk](mailto:sophie.jarrett@gloucestershire.pnn.police.uk) or 01452 753295.

*NB: The Honour Based Violence Sub Group for Gloucestershire are currently in the early stages of drafting a monitoring/reporting form. This has been developed in an attempt to scope the prevalence of Honour based Violence, Forced Marriage and Female Genital Mutilation. The form is purely to monitor the cases in Gloucestershire; past, and current risk. Once this has been finalised it will be added to the GSCB Live Handbook which can be [accessed online here](#).*

#### **7.4 If you have concerns about a child (as opposed to a child being in immediate danger)**

Figure 1 below illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to the Local Authority Children and Families Social Care Team directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

#### **Early help**

If Early Help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate. See appendix 9 for further details of our Early Help offer.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

### **Referral**

If it is appropriate to refer the case to the Local Authority Children and Families Social Care Team or the Police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The Local Authority will contact the referrer within 24 hours (unless there are immediate risks in which case the referrer will be put through to the social care team straight away). The social care team will discuss whether the referral is appropriate and what action can or will be taken.

**The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.**

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves. The GSCB Live Handbook provides information on the Escalation Policy which can be used if you are left feeling that the response from social care has not addressed your concerns for the child. Advice about procedural issues including using the resolving professional differences procedures can be obtained both online as above and via the Safeguarding Children Service on 01452 583 629.

### **7.5 If you have concerns about extremism**

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to the local authority social care team directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include using the [Channel Guidance](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. Winchcombe School understands that

extremism is not only limited to Islamic extremism. We acknowledge and ensure we are aware of all types of extremism and take appropriate steps in all cases of concern.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil.

You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). **Note that this is not for use in emergency situations.**

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

#### **7.6 Concerns about a staff member or volunteer**

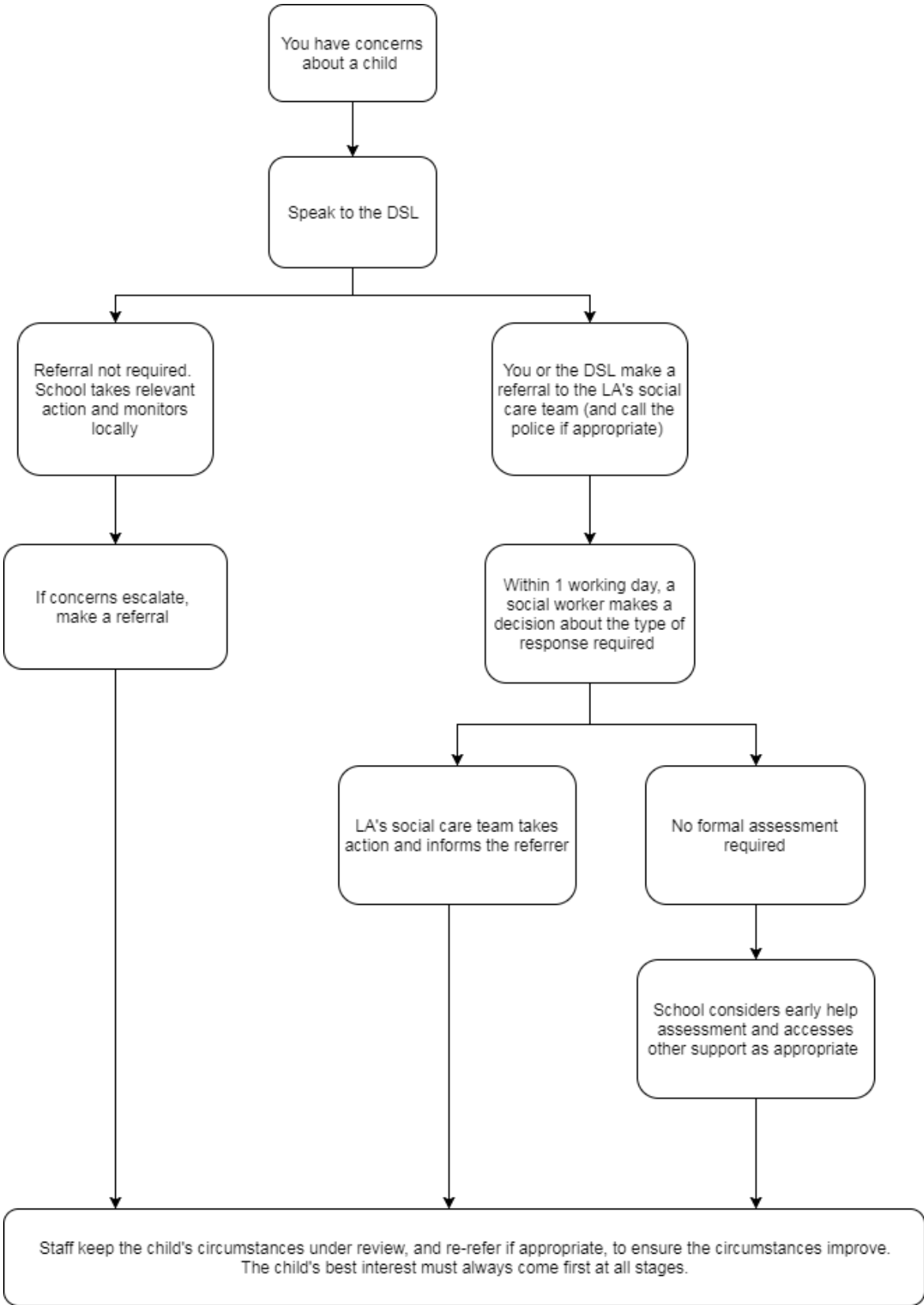
If you have concerns about a member of staff or volunteer, speak to the Head Teacher. If you have concerns about the Head Teacher, speak to the Chair of Governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Head Teacher/Chair of Governors/DSL will then follow the procedures set out in appendix 3 and the Allegations Management Policy, if appropriate.

The DSL (or Chair of Governors, in the case of a concern about the Head Teacher) will also inform the Local Authority Designated Officer (LADO).

**Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)**



## **7.7 Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. This is known as Peer on Peer Abuse. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s Behaviour Management Policy, but this Safeguarding and Child Protection Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (known in Gloucestershire as the Children and Young People’s Service – CYPS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent



- Ensuring pupils know they can talk to staff confidentially and seek to remind them of these opportunities frequently as part of the House Programme, Tutor Groups, Assemblies, PinK Safeguarding Curriculum, Citizenship, Personal, Social and Health Education, Notice Boards and the school nurse and counselling programmes.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Parents are expected to help children behave in non-violent and non-abusive ways towards their peers, other pupils, staff, volunteers and governors. Further information on peer on peer abuse can be found in appendix 1.

## **8. Notifying Parents and Carers**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## **9. Technology including Mobile Phones, Tablets & Cameras**

Staff are allowed to bring their personal phones to school (at their own risk) for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the Data Protection Act 1998 when taking and storing photos and recordings for use in the school and adhere to our responsibilities under the General Data Protection Regulations (GDPR).

Pupils are allowed to bring their personal phones to school (at their own risk) for their own use but will limit such use to their journeys to and from school. Pupil's personal phones should be switched off during school hours. Refer to the school's Behaviour Management Policy, Anti-Bullying Policy, Social Media Policy, Conduct Policy, E-Safety Policy, Data Protection Policy and Data Security Policy for further information. Advice on handling Sexting Incidents is in appendix 8 below.

## **10. Complaints and Concerns about School Safeguarding Practices**

### **10.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our Allegations Management Policy and Procedures (see appendix 3).

### **10.2 Other complaints**

Complaints about any other matters including those related to pupils or premises will be dealt with in accordance with the School's Complaint's Policy. In addition, complaints can be made to the Lead Governor for Safeguarding (Victoria Leather: [vleather@winchcombeschool.co.uk](mailto:vleather@winchcombeschool.co.uk)) and/or the Chair of Governors (Sue Proctor: [chair@winchcombeschool.co.uk](mailto:chair@winchcombeschool.co.uk))

### **10.3 Whistle-blowing**

The school has a separate Whistle-Blowing Policy that covers all areas including the way the school safeguards pupils – including poor or unsafe practice or potential failures. The School recognises that children cannot be expected to raise concerns in an environment where adults fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Our policy encourages the whistle-blower to raise their concerns internally in the first instance to allow those school staff and governors in positions of responsibility and authority the opportunity to right the wrong and give an explanation for the behaviour or activity. The school has a number of designated individuals to specifically deal with such matters and the whistle-blower is invited to decide which one of those individuals would be the most appropriate person to deal with the matter. These include the Head Teacher, the Chair of

Governors and the Lead Governor for Safeguarding. If the whistle blower considers the matter too serious or sensitive to raise within the internal environment of the school, they should refer to the Department for Education (DfE) complaints process which refers to Ofsted when appropriate. This complaint process can be [accessed here](#).

## **11. Record Keeping**

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing using the school's secure electronic safeguarding software. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Full adherence to the GDPR will be applied.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff
- Appendix 4 sets out our policy on confidentiality and information sharing

## **12. Training**

### **12.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

### **12.2 The DSL and Deputies**

The DSL and Deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, meeting with the Lead Governor for Safeguarding and/or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training and will check and update the CPOMS electronic recording system everyday.

### **12.3 Governors**

All governors receive training about safeguarding and the Prevent strategy, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

### **12.4 Recruitment – interview/appointment panels**

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

### **12.5 Reflective Guidance Procedures**

All staff who have high levels of contact with vulnerable children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues. The school's procedure can be found at appendix 7.

## **13. Monitoring Arrangements**

This policy will be reviewed annually by the DSL and the Lead Governor for Safeguarding. At every review, it will be approved by the full governing body. A copy will be forwarded to the whole school community (staff and families), made available on the staff portal and on the school website.

## **APPENDICES**

*These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.*

### **Appendix 1: Types of Abuse**

Abuse (including neglect) and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**Physical abuse** 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** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another

- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Peer on Peer Abuse** is any form of physical, sexual, emotional and financial abuse and coercive control exercised between children and within children's relationships (both intimate and non-intimate). Forms of peer on peer abuse can include:

- Domestic abuse in young people's intimate relationships

- Child Sexual Exploitation (CSE) of young people under 18 years, including by another young person
- Sexting
- Cyberbullying
- Gender identity and sexuality
- Hate crimes
- Mental health
- Displaying harmful sexual behaviours outside of the child's normal parameters of development
- Serious youth violence
- Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Sexting is included as a form of online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/ or sexual violence. It may include:

- Non consensual sharing of sexual images and videos.
- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media
- Sexual exploitation, coercion and threats.

If staff have a concern about a child or a child makes a disclosure to them about sexual harassment of any kind staff should report the issue to the DSL and safeguarding team via CPOMS

As a school we recognise that culturally girls are more frequently identified as those who are abused by their peers. Boys tend to report high levels of victimisation in gang culture and groups. However, reporting levels of CSE amongst boys and other peer on peer abuse with boys as victims is rising and as a school we are committed to ensuring equality and acknowledging diversity in all areas covered by this policy and all other school policies and procedures. We acknowledge that both boys and girls experience peer on peer abuse and

can do so, in gendered ways. Refer also to the school's Behaviour Management, E-Safety and Anti-Bullying Policies.

## **Appendix 2: Safer Recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **Appointing new staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete



We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual move from a post that is not regulated activity to one that is.

We will refer to the DBS and the National College of Teaching & Learning (NCTL) where appropriate, anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

## **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

## **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

## **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

### **Governors**

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and local governors will have the following checks:

- Section 128 direction
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

### **Appendix 3: Allegations of Abuse Made Against Staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff or 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 he or she would pose a risk of harm to children

**It applies regardless of whether the alleged abuse took place in the school.** Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

#### **Suspension**

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

### **Definitions for outcomes of allegation investigations**

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Head Teacher (or Chair of Governors where the Head Teacher is the subject of the allegation) – the ‘Case Manager’ – will take the following steps:

- Immediately discuss the allegation with the Local Authority Designated Officer (LADO) at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or

whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

- **If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

- Make a referral to the DBS & NCTL where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the Governing Body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's Business Manager will discuss with the LADO whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the LADO whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Head Teacher, or other appropriate person in the case of an allegation against the Head Teacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved



- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the LADO and the Governing Body's Lead Safeguarding Governor to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

## **Appendix 4: Confidentiality and Information Sharing**

### **Confidentiality:**

The School recognises that all matters relating to safeguarding and child protection are confidential.

## Definition of Confidentiality

The dictionary definition of confidential is "something which is spoken or given in confidence; private, entrusted with another's secret affairs"

When speaking confidentially to someone, the confider has the belief that the confidant will not discuss the content of the conversation with another. The confider is asking for the content of the conversation to be kept secret. Anyone offering absolute confidentiality to someone else would be offering to keep the content of his or her conversation completely secret and discuss it with no one.

In practice, there are few situations where absolute confidentiality is offered in school. We have tried to strike a balance between ensuring the safety, well-being and protection of our pupils and staff, ensuring there is an ethos of trust where pupils and staff can ask for help when they need it and ensuring that when it is essential to share personal information for child protection issues, good practice is followed.

This means that in most cases what is on offer is limited confidentiality. Disclosure of the content of a conversation could be discussed with professional colleagues but the confider would not be identified except in certain circumstances.

The general rule is that staff should make clear that there are limits to confidentiality, at the beginning of the conversation. These limits relate to ensuring children's safety and well-being. The pupil will be informed when a confidence has to be broken for this reason and will be encouraged to do this for himself or herself whenever this is possible.

Different levels of confidentiality are appropriate for different circumstances:

- **In the classroom in the course of a lesson given by a member of teaching staff or an outside visitor, including health professionals.** Careful thought needs to be given to the content of the lesson, setting the climate and establishing ground rules to ensure confidential disclosures are not made. It should be made clear to pupils that this is not the time or place to disclose confidential, personal information. (See setting ground rules and working agreements). When a health professional is contributing to a school

health education programme in a classroom setting, s/he is working with the same boundaries of confidentiality as a teacher.

- **One to one disclosures to members of school staff (including voluntary staff).** It is essential all members of staff know the limits of the confidentiality they can offer to both pupils and parents/carers (see note below) and any required actions and sources of further support or help available both for the pupil or parent/carer and for the staff member within the school and from other agencies, where appropriate. All staff at this school encourage pupils to discuss difficult issues with their parents or carers, and vice versa. However, the needs of the pupil are paramount and school staff will not automatically share information about the pupil with his/her parents/carers unless it is considered to be in the child's best interests.
- Information about confidentiality is displayed in rooms where young people are likely to expect to have a private discussion with an appropriate adult.
- Adults who are likely to come in to contact with pupils to discuss sensitive issues that are likely to require varying levels of privacy are trained thoroughly in Information Sharing guidance and Child Protection procedures. This training is updated regularly.

The DSL and his Team within the school are always available to staff for discussion and advice regarding disclosure, information sharing and confidentiality.

When concerns for a child or young person come to the attention of staff, for example through observation of behaviour or injuries or disclosure, however insignificant this might appear to be, the member of staff should discuss this with the DSL as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible as defined above.

#### **The legal position for school staff:**

School staff should not promise confidentiality. Pupils do not have the right to expect that incidents will not be reported to his/her parents/carers and may not, in the absence of an explicit promise, assume that information conveyed outside that context is private. No member of this school's staff can or should give such a promise. The safety, well-being and

protection of the child is the paramount consideration in all decisions staff at this school make about confidentiality.

School staff are NOT obliged to break confidentiality except where child protection is or may be an issue, however, we believe it is important that staff are able to share their concerns about pupils with colleagues in a professional and supportive way, on a need to know basis. This would help to ensure staff receive the guidance and support they need and the pupils' safety and wellbeing is maintained.

Members of the school staff are expected to respect the confidentiality of the school community as a whole and pupils at the school. Therefore, the sharing of personal or sensitive information regarding a student with anyone outside of the school community is not permitted. Should a member of staff be found to have disclosed confidential information to an inappropriate source then it will be dealt with through official employment procedures. School staff should discuss such concerns with the DSL.

**Teachers, counsellor and health professionals:**

Professional judgement is required by a teacher, counsellor or health professional in considering whether he or she should indicate to a child that the child could make a disclosure in confidence and whether such a confidence could then be maintained having heard the information. In exercising their professional judgement the teacher, counsellor or health professional must consider the best interests of the child including the need to both ensure trust to provide safeguards for our children and possible child protection issues. All teachers and all staff at this school receive basic training in child protection and are expected to follow the schools' child protection policy and procedures.

**Visitors and support staff:**

We expect all support staff, including voluntary staff, to report any disclosures by pupils or parents/carers, of a concerning personal nature to the DSL Team as soon as possible after the disclosure and in an appropriate setting, so others cannot overhear. This is to ensure the safety, protection and well being of all our pupils and staff. The DSL will decide what, if any,

further action needs to be taken, both to ensure the pupil gets the help and support they need and that the member of staff also gets the support and supervision they need.

**Parents/carers:**

We believe that it is essential to work in partnership with parents and carers and we endeavour to keep parents/carers abreast of their child's progress at school, including any concerns about their progress or behaviour. However, we also need to maintain a balance so that our pupils can share any concerns and ask for help when they need it. Where a pupil does discuss a difficult personal matter with staff, they will be encouraged to also discuss the matter with their parent or carer themselves.

The safety, well-being and protection of our pupils is the paramount consideration in all decisions staff at this school make about confidentiality.

There are some situations regarding Child Protection and disclosure where a decision not to inform a parent is necessary. This decision is only made on guidance from the local authority children's social care team or the police service.

**Complex cases:**

Where there are areas of doubt about the sharing of information, we will seek a consultation with Gloucestershire Safeguarding Children's Board (GSCB).

**Statement of ground rules to be used in lessons**

We adopt ground rules to ensure a safe environment for teaching in particular in PSHE time. This reduces anxiety to pupils and staff and minimises unconsidered, unintended personal disclosures.

At the beginning of each PSHC lesson pupils are reminded of the ground rules by the teacher or outside visitor. The teacher establishes the ground rules together with the pupils at the beginning of each series of lessons.

In lessons such as Religious Education, History, Psychology and English, sensitive topics may well be covered. We encourage an open dialogue amongst staff and pupils studying such things with a thoughtful approach to incidental disclosures that may occur in related discussion. Heads of department should discuss the likelihood of such matters arising and decide how to approach topics.

### **Information Sharing:**

From 11 September 2017, Gloucestershire County Council (GCC) children's services teams and staff began using a new Single Consent form when working with children, young people and families. Winchcombe School has adopted the use of this form within its safeguarding and child protection work for continuity of process with other agencies and professionals.

In the majority of cases of working with children and families, their consent is needed to share information with other professionals and to ensure timely access to the right services and support. The previous local authority method of securing consent was inconsistent and many referrals made to children's services did not have informed consent from families. Often, this delayed them accessing the services and support that they needed.

The local authority has therefore introduced a new Single Consent form that is intended for use by all practitioners working with children, young people and families when they wish to share information with the County Council and its partners. The Single Consent form (or an equivalent) will need to be completed when submitting:

- A referral to the Children's Helpdesk using the Multi-Agency Service Request Form (MARF)
- An Early Help Request for Service form

Note also that the Consent Form must be explained to a child (aged 12 or over) and adults with responsibility for a child or young person including what it means to give consent and how, when and why their information will be shared.

The Single Consent Form (entitled "Gloucestershire Children's Partnership – Consent to Share Information) can be [accessed here](#) and is available on the Staff Portal.

The local authority “Sharing Your Information Leaflet” for children, young people and their families can be [accessed here](#) and is available on the school website.

The statutory guidance “Information Sharing for Safeguarding Practitioners” can be [accessed here](#).

**The school follows the 7 Golden Rules of Information Sharing, namely:**

1. Remember that the Data Protection Act, Data Security and the GDPR are not barriers to sharing information but provide a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or family where appropriate) from the outset about why, what, how and with whom information will be shared and seek their agreement, unless it is inappropriate or unsafe to do so.
3. Seek Advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## **Appendix 5: Specific Safeguarding Issues**

### **Children Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. When a child's attendance falls below 90% we consider the need for a referral to the Early Help Team, especially if other strategies have failed.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will



make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

### **Students leaving site without permission**

#### **Stage 1:**

All staff to try to verbally dissuade a student from walking out of school. Try to convince the student to talk to or go to the Student Support Centre as their safe place. If the student has a time out card get them to use this appropriately and go to the SSC. Please use On Call system at the earliest opportunity to help mediate with the student. Do not physically bar a student from leaving the site but ensure they are not in a position to do themselves harm.

#### **Stage 2:**

Once you have seen the student physically leave the site immediately report this to the on call member of staff, front office or a member of SLT.

#### **Stage 3:**

Front office will contact home immediately and if necessary phone the police on 101 or 999 if the student is in immediate danger.

#### **Stage 4:**

On call member of staff will leave site on foot to try to maintain visual contact from a distance. Do not chase after the student but try to keep them within sight or at an appropriate distance. A second member of staff, SLT or the Behaviour Manager will follow by car. Contact with the student will be maintained wherever possible until the student arrives home or the police arrive. If possible the student should always be encouraged to return to school.

#### **Stage 5:**

When the student has returned to school a meeting will take place involving the student and a parent to resolve any issues around leaving the school site without permission and any appropriate sanctions resulting from this as well as actions to ensure that it does not happen again.

## **Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **Indicators of sexual exploitation can include a child:**

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

## **Female Genital Mutilation**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

**Indicators that FGM has already occurred include:**

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

**Potential signs that a pupil may be at risk of FGM include:**

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out

- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL. The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **Preventing Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

**The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:**

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

## **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern day slavery.

Our school has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. The school should be clear who has parental responsibility for the child at all times.

Staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the local authority. The school itself has a duty to inform the local authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit if they are in contact with pupils.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the school. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

All visitors to our school including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### **Supporting victims of abuse**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

### **The school will endeavour to support the pupil through:**

- The content of the curriculum;
- The school's ethos and pastoral systems which promote a positive, supportive and secure environment as well as giving pupils a sense of being valued;
- By inducting pupils appropriately before they access any off-site provision;
- Teens in Crisis Counsellors, School Nurse and WAM Mentors;
- Sensitive application of behaviour management procedures;
- The use of Early Help when appropriate;
- Notifying Children's Social Care Team immediately if there is a significant concern;
- Liaison with other agencies that support the pupil such as social care, Children and Young People Service, Education Welfare service and Educational Psychology service amongst others.
- Ensuring that, when a pupil on the child protection register leaves Winchcombe School, their information is transferred to the new school immediately and that the child's social worker is informed.



## **Gloucestershire MASH**

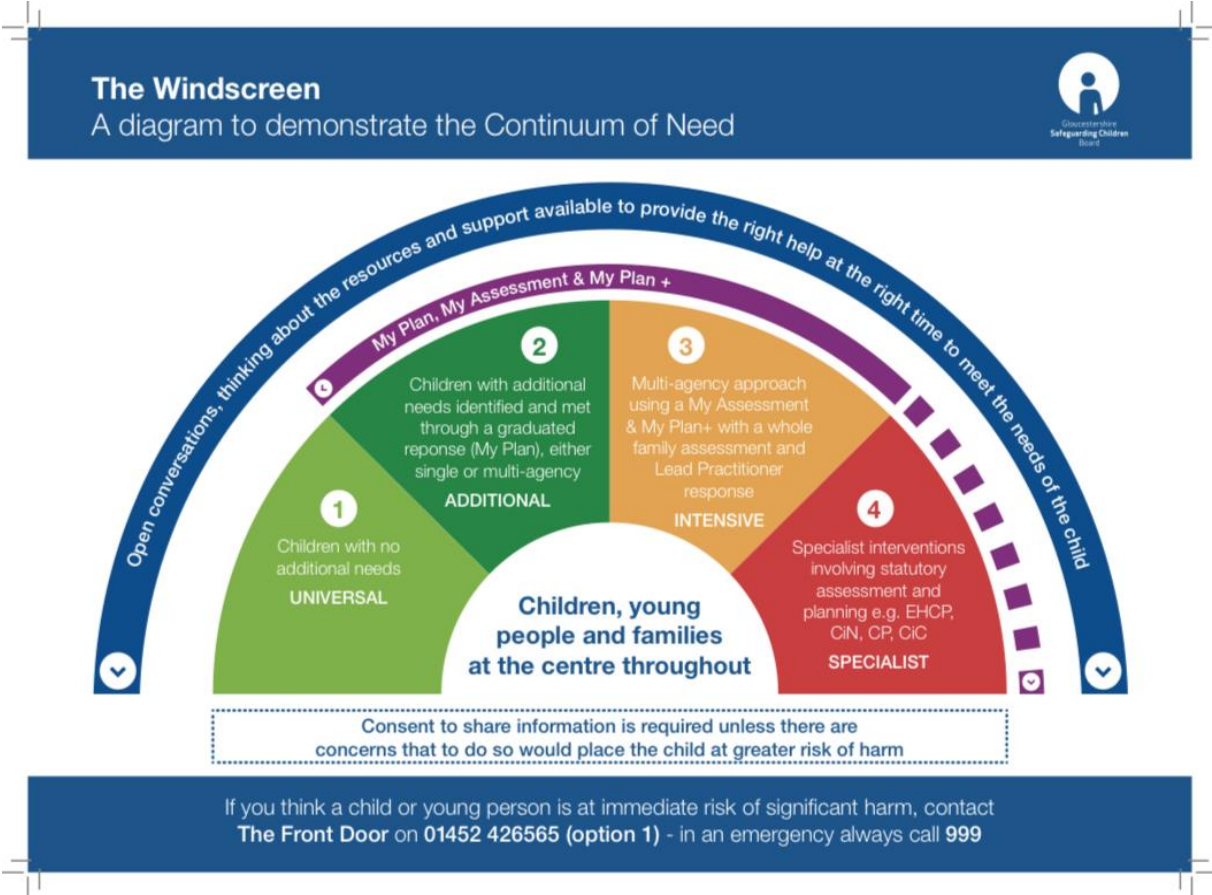
### **What is the MASH?**

Since 2014, agencies in Gloucestershire with a responsibility to protect children and vulnerable adults work together in a new **Multi-Agency Safeguarding Hub (MASH)**. MASH operates within the Front Door Service and is made up of:

- Gloucestershire County Council Children Services
- Gloucestershire County Council Adult Safeguarding Team
- Gloucestershire County Council Education Services
- Gloucestershire Police
- Youth Support Service
- Gloucestershire Health Services
- Gloucestershire Schools
- Gloucestershire Domestic Abuse Support Service (GDASS).

The MASH concept is designed to ensure a robust decision is made at the earliest stage, to help streamline the routes for referral and notifications of concern, and act as a centre for all new referrals regarding adults and children's safeguarding.

# Appendix 6: GSCB Child Protection Process Windscreen Diagram of the Continuum of Need



## Appendix 7: Handling Sexting Incidents Procedure

In light of comments in September 2015 from the National Police Chief Council’s lead on children and young people who said, ‘if a school chose to take an incident to the police, then officers must record the crime’; and advice from Detective Superintendent Atkinson of Gloucestershire Constabulary to all schools in 2016, we have updated our procedure for managing incidents of sexting. A copy of DS Atkinson’s letter can be [read here](#) regarding the dangers and public concerns of unnecessarily criminalising children and young people and the police and GSCB’s sexting guidance (as reflected in our procedure below).

Sexting among children and young people is becoming a more common occurrence and they often describe these incidents as ‘mundane’. Be aware that sexting doesn’t just occur within intimate relationships; it also now happens prior to a relationship and also in the absence of

any relationship. Children, involved in sexting incidents, will be dealt with by the police as victims as opposed to perpetrators (unless there are mitigating circumstances – see peer on peer abuse above).

**For Staff:**

If you have a report of (or you suspect) a sexting incident:

- If a device is involved – secure the device and switch it off
- Seek advice from our DSL

Remember that intimate sexting images are typically considered to be illegal images which is why incidents need very careful management for all involved.

**For the DSL Team:**

Record all incidents of sexting. This includes both the actions you did take together with the actions you didn't take, together with justifications. In applying judgement in each sexting incident consider the following:

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

If these characteristics present cause for concern, then escalate and refer if appropriate, refer the incident using the school's normal safeguarding and child protection procedures.

If these characteristics do not present cause for concern, then manage the situation accordingly, recording details of the incident, action and resolution.

Queries about sexting, cyberbullying and digital safety can be made to the [Safer Internet Centre Helpline](https://www.saferinternet.org.uk) on 0344 381 4772 Monday to Friday from 10am to 4pm; or by email to [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

## **Appendix 8: Early Help Offer**

Winchcombe School is committed to safeguarding young people and promoting their welfare. We ensure that pupils at risk are identified at the earliest possible stage and that we work with them, their families and outside agencies, in a coordinated manner, to prevent the risk reaching a crisis point.

Pupils have different levels of need at different times across a range of situations and it is important to take all needs into consideration when determining support required and professionals to be involved. The aim of Early Help is to clearly identify when and how pupils can be supported and safeguarded to ensure their needs are met whatever level.

This table identifies levels of need, how the school provides a service or works with other services and what community provision is available to ensure there is a coordinated, early and effective response. The information in this offer has been set out in line with the Windscreen Diagram of the Continuum of Need on the GSCB website and as shown above at page 49.

| <b>Pupil's Need</b>   | <b>School Provision</b>   | <b>Community Provision</b>  |
|---|---|---|
| <b>1. Universal</b><br>Pupils are making expected progress and whose needs are being met at home and school with no additional needs. | Pupils experience a broad, balanced and appropriate curriculum to suit individual needs with a strong PSHE, Citizenship and Careers/Futures programme. Pupils are organised into four vertical Houses and year grouping tutor groups to give them the pupils access to effective adult and peer support to learn from and be guided by. Pastoral care promoted through House Responsibilities and House Competition Days. | The <a href="#">GlosFamilies Directory</a> has a comprehensive list of services which are accessible without a referral or assessment. The site also provides advice on a variety of topics together with links to other services, charities and professionals. |

|   |   |   |
|---|---|---|
|   | Winchcombe Citizen Award open to all pupils in all year groups.   |   |
| <p><b>2. Vulnerable</b></p> <p>a) Pupils needing some additional support which may be related to health, education or social development.</p> <p>b) A co-ordinated response through a multi-agency assessment using a Team Around the Child (TAC) meeting to assess and address</p> | <p>As above and also, Attendance Officer monitors attendance and refers serious concerns to the DSL in a weekly meeting and to the Deputy Head as part of weekly reporting for SLT. Attendance Officer and Inclusion Staff work with families to reduce barriers. House Heads, tutors and other staff monitor the well-being of pupils, particularly focusing on changes in mood, appearance and attitudes to teaching and learning. Concerns are raised at regular House Team meetings, in SLT meetings and referred to DSL or SENDCO as appropriate. Use of the Pupil Support Centre based in the school's bungalow which includes both inclusion and exclusion areas, depending upon the needs of individual pupils. Allocated specialised staff (Specialist SEN TA and Behaviour Manager) in the SSC at all times to support pupils who are at risk of being excluded and/or need time out of the normal classroom environment. Small group and</p> | <p>As above and also:</p> <ul style="list-style-type: none"> <li>• School Nursing Service</li> <li>• Teens in Crisis Counsellors</li> <li>• WAM Mentors</li> <li>• WAM Outdoor Education</li> <li>• Families First</li> <li>• Youth Support Team including Prospects Work Employment Training</li> <li>• Winston's Wish</li> <li>• Hospital Education</li> <li>• Alternative Education</li> <li>• GSCB</li> <li>• Education Welfare Officer</li> <li>• Speech and Language Therapy Service</li> <li>• Virtual School</li> <li>• Edge of Care Team</li> <li>• PCSOs</li> <li>• Entitlement and Inclusion Team</li> <li>• Elevate Programme</li> <li>• Ideaswise Programme</li> <li>• Inspire+ Programme</li> </ul> |

|                          |  |   |
|--------------------------|--|---|
|                          | <p>individual tutoring is provided when appropriate. Reduced timetables when appropriate. Summer school programme in place. Provision of revision guides, exam preparation support and financial support for trips and activities when appropriate. Alternative location parent's evenings for hard to reach families.</p> <p>If concerns persist and/or are varied, a TAC meeting will be called by a lead professional (teacher or member of DSL Team), drawing on the expertise of outside agencies as appropriate. All pupils issued <a href="#">'Nobody Understands - Blue Stickers'</a> from GSCB with details and contact numbers for self-referral and advice.</p> |   |
| <p><b>3. Complex</b></p> | <p>DSL requests local authority social care involvement through the Multi Agency Service Request Form (MARF). These are followed up and monitored by the DSL Team who also respond to and contribute to the discussions or and planning for meeting the needs of the pupils with other agencies, whether through Child in Need</p>   | <p>As above and also:</p> <ul style="list-style-type: none"> <li>• Children's social care team</li> <li>• Police (101 service)</li> <li>• Specialist Health Services</li> <li>• Advisory Teaching Service</li> <li>• Educational Psychology Service</li> <li>• Paediatricians</li> <li>• CYPS</li> <li>• G.P.s</li> <li>• Youth Services</li> </ul> |

|  |   |   |
|--|---|---|
|  | plans or Child Protection Processes. DSL Team members attend Core Groups when requested. SENDCO refers to agencies regarding Special Educational Needs, Educational Psychologist assessment and CYPS referrals in collaboration with pupil's G.P. | <ul style="list-style-type: none"> <li>• Domestic Abuse Support Services</li> <li>• Education Services</li> <li>• Children's Centres</li> </ul>   |
| <p><b>4. Acute</b></p> <p>Pupils are at immediate risk of significant harm. This is the most urgent category requiring an immediate referral to social care or intensive specialist service as there are serious concerns over health, care or development of the child.</p> | DSL requests local authority social care intervention through the MARF process via The Front Door Service. DSL contacts all relevant authorities, professionals and community provision.  | <p>As above and also:</p> <ul style="list-style-type: none"> <li>• MASH (Multi Agency Safeguarding Hub)</li> <li>• Police (999)</li> <li>• Gloucestershire Domestic Abuse Service</li> <li>• The Front Door Service</li> <li>• Out of Hours Duty Team</li> <li>• Local Authority Designated Officer (LADO)</li> <li>• Forced Marriage Unit</li> <li>• Channel Guidance</li> </ul> |

Levels of Intervention act as a guide to professional decision making and are there to ensure that pupils and their families are able to access the right support to improve life chances and keep pupils safe. They should not be seen as a barrier but a clear continuum across the levels of need and appropriate support to meet those needs.

The Early Help Request for Help Form [can be accessed here from Glosfamilies Directory](#). The form can be used for self referral by parents/carers and by professionals.

## **Appendix 9: Reflective Practice Guidance and Templates**

See attached

## **CONTACTS: -**

### **Internal**

|   |  |
|---|--|
| <b>Winchcombe School</b>                    | 01242 602233   |
| <b>Designated Safeguarding Lead:</b>        | Tim Young<br><a href="mailto:tyoung@winchcombeschool.co.uk">tyoung@winchcombeschool.co.uk</a>                  |
| <b>Deputy Designated Safeguarding Lead:</b> | Caroline Russell<br><a href="mailto:crussell@winchcombeschool.co.uk">crussell@winchcombeschool.co.uk</a>       |
| <b>Deputy Designated Safeguarding Lead:</b> | Rachel Peters<br><a href="mailto:rpeters@winchcombeschool.co.uk">rpeters@winchcombeschool.co.uk</a>            |
| <b>Head Teacher:</b>                        | Jonathan Templeton<br><a href="mailto:jtempleton@winchcombeschool.co.uk">jtempleton@winchcombeschool.co.uk</a> |
| <b>Lead Safeguarding Governor:</b>          | Victoria Leather<br><a href="mailto:vleather@winchcombeschool.co.uk">vleather@winchcombeschool.co.uk</a>       |
| <b>Chair of Governors:</b>                  | Sue Proctor<br><a href="mailto:chair@winchcombeschool.co.uk">chair@winchcombeschool.co.uk</a>                  |

### **External**

|  |   |
|--|---|
| <b>Multi-Agency Service Request (MARF)</b> | The Front Door<br>01452 426565<br>(8.30am to 5pm Mon to Thurs)<br>(8.30am to 4.30pm Friday) |
| <b>Emergency Duty Team</b>                 | 01452 614194 (Out of hours)   |

Police: 999 or 101 at any time.

**Local Authority Designated Officer (LADO)** 01452 426994

*(for concerns about members of staff)*

#### **Further reading and contacts:**

[Search the NSPCC Library Online](#) for more information about identifying child abuse. The NSPCC offers a telephone helpline for adults concerned about a child on **0808 800 5000** or they can be contacted by email at [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for more information on child abuse, child neglect or child protection.

**Telephone Advice and Help for children and young people is available – Call Child Line on**

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0800 11 11 [or Click Here](#) to go to the Child Line website for information, advice, message boards and online support including 1-2-1 Online Counsellors.



**WINCHCOMBE SCHOOL**

**Safeguarding and Child Protection**

**Reflective Practice Guidance and Templates**

**Appendix 9 of Safeguarding & Child Protection Policy 2020**

**Effective Date: March 2018**

**Review Date: March 2019**

**Next Review: January 2020**

**Review Responsibility: TY/VL/FGB**

## Introduction

Working to ensure children and young people are protected from harm requires sound professional judgements to be made. It is demanding work that can be distressing and stressful. It is therefore essential that staff involved in this work have access to advice and a robust process of reflection to help them reflect upon and review their work.

***‘Any professional working with vulnerable children should always have access to [another professional] and/or manager to talk through their concerns and judgements affecting the welfare of the child’.***

*Working Together to Safeguard Children 2018*

It is recognised by Winchcombe School that many staff members work with child protection issues only on an occasional basis and this can lead to them and their managers feeling unsure and unsupported in this critical area of work. Safeguarding reflection helps to address some of these issues and enables everyone to develop a confident and competent approach to safeguarding and child protection; with staff who know what is expected from them and who can critically reflect on their experiences and learn from them.

Winchcombe School undertook an in-depth audit of safeguarding processes and practices in 2019, which included a comparison of school practice with best practice arrangements in other schools and organisations working with vulnerable children and families. The School also looked to professional advisory bodies such as the Gloucestershire Safeguarding Children’s Board (GSCB), other local SCB’s across the country and the advice given further to various Serious Case reviews in recent years. The audit recommended a series of safeguarding reflection standards which form the basis of this guidance within our school’s Safeguarding and Child Protection Policy.

Key messages from national and local Serious Case and Critical Incident Reviews and Ofsted Inspection reports support the need for good safeguarding practice to be underpinned *by reflection through reflection*. Reflection provides professionals with an opportunity to consider what life is like for the child; to walk in their footsteps, and to consider the level of risk facing the child which will inform what the single agency and multi-agency response should be.

## Definitions

### 1. Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- 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

*Working Together to Safeguard Children 2017*

Professionals working in organisations and agencies with children and young people are responsible for ensuring that they fulfil their safeguarding role and responsibilities in a manner consistent with the statutory duties of their employer.

### 2. Professional Reflection

Professional Reflection is a process between professionals which supports, assures and develops the knowledge, skills and values of the individual.

### 3. Safeguarding Reflection

Safeguarding reflection is a process designed to promote good standards of practice to ensure children and young people are safe and protected from harm through sound professional judgements. Safeguarding reflection as a reflective process involves the professional reviewing their current involvement in safeguarding and child protection cases.

Safeguarding reflection is an essential means of providing professional support and guidance for professionals who undertake safeguarding work, especially those engaged in the area on a day to day basis. It includes discussion of roles and responsibilities; strategies for individual case management including multi-agency planning and referrals to Early Help; strategies for prevention and management of risk and issues and concerns; use of resources; welfare of the supervisee etc.

***‘Professionals should be given sufficient time, funding, supervision (reflection) and support to fulfil their child welfare and safeguarding responsibilities effectively’.***

## **Winchcombe School Principles for Safeguarding Reflection**

1. All staff working directly with children and families should have access to regular and reflective sessions with an appropriate colleague/ professional which includes and prioritises safeguarding
2. The child should remain the focus of the safeguarding reflection session
3. All professionals supporting or supervising frontline staff, including the head teacher should have access to a 'designated professional', for example, the School's Lead Safeguarding Governor and in some more complex cases, a locality social worker
4. The supervisor should have received approved lead practitioner training and support or appropriate safeguarding training (in the past 3 years) from GSCB
5. There should be a clear understanding of the expectations of safeguarding reflection as detailed within this guidance document and the School's Safeguarding and Child Protection Policy. The contact details for the Designated Safeguarding Lead and the Lead Safeguarding Governor can be found in the Policy and on the Safeguarding Notice Board in the School's Staff Area. Escalation of concerns regarding the quality of safeguarding reflective practice and supervision should be made to the Head and/or the Chair of Governors.
6. Safeguarding reflection will include a focus on the inter-agency aspects of child protection and safeguarding including how to challenge and escalate concerns
7. Opportunities for case-based multi-agency reflection and learning will be facilitated through GSCB in complex cases and supported by all partner agencies

## **Functions of Safeguarding Reflection**

The arrangements for organising how reflection is delivered will vary depending upon individual cases but there are some key essential elements. Effective safeguarding reflection should:

- help to ensure that practice is soundly based and consistent with Winchcombe School and GSCB policies and procedures
- ensure that professionals fully understand their roles, responsibilities and the scope of their professional discretion and authority
- help identify training and development needs of professionals so they have the skills to provide an effective service.
- ensure clear concise communication is maintained with Lead Professionals

## **Job Roles and Responsibilities**

### **1. The safeguarding supervisor will, as far as possible:**

- ensure the supervisee has access to regular safeguarding reflection sessions providing a suitable time and location
- be suitably qualified and experienced. The supervisor should be the Designated Safeguarding Lead (DSL) or their deputy in the organisation or the Lead Safeguarding Governor
- develop an agenda which includes all the current safeguarding/child protection cases the supervisee is currently involved with and the welfare of the supervisee
- record the safeguarding reflection session including any actions (training requirements, escalations, plans for individual children and young people)

### **2. The supervisee will:**

- attend regularly and on time
- bring details of current safeguarding/child protection cases including agreed actions for you, areas for concern or potential escalation
- discuss any training or development needs
- accept accountability for the decisions they have made

## **Safeguarding Reflection Standards**

There are four key elements that support effective safeguarding reflection:

- management
- support
- representation
- development

### **1. Management**

Within the management element the reflection should include:

- the quality of safeguarding practice and decision making in relation to individual cases
- workload and priorities
- the provision of resources to support safeguarding responsibilities
- individual cases including reflecting on decisions made, progress and issues
- reports to the Governing body

### **2. Representation**

Within the representation element the reflection should include:

- act as an advocate between outside agencies – including support for the escalation of concerns
- ensure all relevant information is shared with appropriate colleagues and other agencies

### **3. Support**

Within the support element the reflection should include:

- support professionals and individuals, including acknowledgement of issues of diversity
- support well-being including stress and emotional resilience of all staff involved in safeguarding

### **4. Development**

Within the Development element the reflection should include:

- identification of strengths and areas for development in regards to safeguarding
- plan how development needs can be met
- identify and agree any training requirements and further actions

## Frequency of Safeguarding Reflection

The frequency of reflection sessions will depend upon the professional's job role and their level of day to day involvement in safeguarding and child protection matters. All staff at Winchcombe School recognise that safeguarding and child protection is **everyone's** responsibility; however, safeguarding reflection is a more heavily defined part of some staff members everyday roles and so those staff members should have great access to safeguarding reflection.

Other staff may only require meeting when they are directly involved in a child's case. Winchcombe School recommends that for staff working with safeguarding and child protection on a daily basis, a frequency of once a month for safeguarding reflection should be sufficient for staff when they are working with cases where a child or young person may be at risk of or suffering harm. Winchcombe School will apply a flexible approach to those staff members with less day to day involvement whilst ensuring all staff understand they can access reflective practice as and when required.

There will be times when immediate support or further advice is needed and this is not dependant on scheduled sessions.

## Safeguarding Reflection

There is an important link between reflective safeguarding reflection and good outcomes for children and young people.

*'At the heart of reflective practice is the idea that our actions should be informed by a knowledge base that we engage with actively, as opposed to forms of practice that are based on unthinking habits or routines or knee jerk reactions to situations. A reflective practitioner is someone who acts on the basis of understanding and a careful consideration of the situation being dealt with. That understanding is, in turn, based on knowledge and values. The knowledge is based on a mixture of formal study and professional development and the practical lessons learned from previous experience, while the values act as a safeguard to make sure that we are acting appropriately and ethically'*

*(Developing Critically Reflective Practice - Neil and Sue Thompson 2009)*

In summary, reflective practice is a key part of effective safeguarding work and the opportunity for reflection is important in safeguarding reflection. Reflective practice includes considering the child's story and the professionals understanding of the role they play, the rationale for decision making and evidence for improved outcomes.



## **Models for Safeguarding Reflection**

Current models for undertaking safeguarding reflection sessions in schools are included below and will be utilised as need requires and in line with the timescales outlines above:

- reflection sessions led by the Lead Safeguarding Governor and in some circumstances (such as Allegations Management issues involving the Head Teacher), the Chair of Governors
- peer support provided by neighbouring schools, e.g. using Inset Days and off site meetings to allow the DSL Team to meet periodically with other local education safeguarding professionals to reflect on practice
- small staff group sessions facilitated by the DSL, Head Teacher or Lead Safeguarding Governor
- sessions including the SENDCO and school nurse
- commissioned 'bought in' reflection sessions from an independent provider in complex cases
- meetings with social workers/ locality social workers

## **Templates for Safeguarding Reflection**

Two template for recording outcomes and actions from safeguarding supervision sessions are found below. The first is for general supervision of a professional's safeguarding and child protection responsibilities; the second is focused upon individual children and can be adapted as need requires for individual cases.

Any records must be kept in line with data protection legislation including the GDPR. Use of the school's secure online child protection system for storage of these records is an absolute requirement.

**Safeguarding Reflection  
Meeting Record  
Professional Responsibilities**

|   |  |
|---|--|
| <b>Date</b>   |  |
| <b>Supervisee</b>   |  |
| <b>Supervisor</b>   |  |
| <b>Review of previous reflection session</b>  |  |
| <b>Review of last reflection and progress on actions</b>  |  |
| <b>Notes of discussion</b>  |  |
| <b>Management e.g.</b> <ul style="list-style-type: none"> <li>• the quality of your safeguarding practice and decision making in relation to individual cases</li> <li>• your workload and priorities</li> <li>• the provision of resources to support your safeguarding responsibilities</li> <li>• your individual cases including reflecting on decisions made, progress and issues</li> </ul> |  |
| <b>Representation e.g.</b> <ul style="list-style-type: none"> <li>• act as an advocate between you and outside agencies – including support for the escalation of concerns</li> <li>• ensure all relevant information is shared with the senior management and outside agencies</li> </ul>  |  |
| <b>Support e.g.</b> <ul style="list-style-type: none"> <li>• support you both as a professionals and an individual, including acknowledgement of issues of diversity</li> <li>• support your well-being including stress and emotional resilience</li> </ul>  |  |
| <b>Development e.g.</b> <ul style="list-style-type: none"> <li>• identification of your strengths and areas for development in regards to safeguarding</li> </ul>   |  |

| <ul style="list-style-type: none"> <li>• plan how your development needs can be met</li> <li>• identify and agree any training requirements</li> </ul>                   |                       |                |                |
|--|-----------------------|----------------|----------------|
| <p><b>Names of individual children discussed</b><br/> <i>The details of a discussion of an individual child should be recorded in the child's individual record.</i></p> |                       |                |                |
| Actions agreed   |                       |                |                |
| <b>Management</b>  | <b>Agreed actions</b> | <b>By whom</b> | <b>By when</b> |
| <b>Representation</b>  | <b>Agreed actions</b> | <b>By whom</b> | <b>By when</b> |
| <b>Support</b>   | <b>Agreed actions</b> | <b>By whom</b> | <b>By when</b> |
| <b>Development</b>   | <b>Agreed actions</b> | <b>By whom</b> | <b>By when</b> |
| <b>Date of next meeting</b>  |                       |                |                |
| <b>Supervisee's signature</b>  |                       |                |                |
| <b>Supervisor's signature</b>  |                       |                |                |

**Safeguarding Reflection  
Meeting Record  
Individual Child**

|                              |  |
|------------------------------|--|
| <b>Name of child</b>         |  |
| <b>Supervisee</b>            |  |
| <b>Supervisor</b>            |  |
| <b>Date</b>                  |  |
| <b>Summary of discussion</b> | <b>Agreed actions (including timescales)</b> |