

Safeguarding and Child Protection Policy 2020- 2021

Member(s) of staff responsible	Head Teacher
Governor responsible	Chair of Governors
Sub-Committee responsible	Full Governing Body
Date agreed with staff	September 2020
Date discussed with pupils	September 2020 – in class by staff
Date approved at Governing Body	September 2020 via TEAMS
Frequency of policy review	Annual
Date next review due	Sept 2021

Issue Number	Issue Date	Summary of changes
1.0	Jan 2008	Original Issue
2.0	Sep 2011	Reviewed, updated to be in line with current best practices
2.1	Sep 12	Review
2.2	Sep 13	Reviewed by PH, TC, GF
3.0	Apr 14	In line with new Children’s Act
3.1	Sep 14	Annual review
3.2	Sep 15	Annual review
3.3	Oct 15	Amended with Prevent statement
3.4	Sept 16	Annual review Updated with latest KCSIE and other documents Links added
3.5	Mar 2017	Amended with the new CP procedures Appendix 6
3.6	Sep 2017	Up dated in line with new procedures at School
3.7	Sep 2018	Updated in line with KCSIE 2018 and other policies
3.8	Jun 2019	Updated linked to peer on peer abuse and Operation Encompass.
3.9	Aug 2019	Updated to revise DDSLs and nominated Child Protection Teacher as well as Child Protection Process – circulate to all staff Checked to be in line with KCSIE 2019
4.0	Nov 2019	Ratified by the Full Governing Body
4.1	Apr 2020	COVID-19 school closure arrangements for Safeguarding and Child Protection – added as an appendix
4.2	Sep 2020	Appendix 5 updated in line with government guidance on full reopening of schools Staff received updated training linked to KCSIE 2020 on the INSET day

4.3	January 2021	Appendix 6 added linked to National lockdown #3. NB DSLs are on site throughout this lockdown
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Key contacts within Warden Hill Primary School

Designated Safeguarding Lead

Name: Mrs G Flooks (Headteacher)

Deputy Designated Safeguarding Lead

Name: Mrs J Harvey (School Business Manager/SCR lead), Mrs R Nicholson (SENCo/SEND DDSL, Mrs R Redman KS2 DDSL), Mrs B Andrews – Assistant Head and Mr. J Antonious Assistant Head.

Nominated Staff Member For Child Protection

Name: Mrs. R Nicholson

Contact numbers: 01242 523827

Email: admin@wardenhill.gloucs.sch.uk

Nominated 'Whistle Blowing' Governor

Name: Iain Dobie

Contact number: 01242 523827

Email: Idobie@wardenhill.gloucs.sch.uk

Nominated Governor For Safer Recruitment

Name: Iain Dobie

Contact number: 01242 523827

Email: chair@wardenhill.gloucs.sch.uk

Idobie@wardenhill.gloucs.sch.uk

Nominated Staff For Safer Recruitment

Name: Georgina Flooks and Justine Harvey

Contact number: 01242 523827

Email: admin@wardenhill.gloucs.sch.uk

Nominated Governor For Prevent And Child Protection

Name: Iain Dobie

Contact number: 01242 523827

Email: chair@wardenhill.gloucs.sch.uk, Idobie@wardenhill.gloucs.sch.uk,

admin@wardenhill.gloucs.sch.uk

Key Contacts Within The Local Authority

Social Care

If you are worried or concerned about anyone under 18 who you think is being abused or neglected, or that a child and their family need help and support, please contact

The MASH (Multi Agency Safeguarding Hub)

Opening hours: 9am - 5pm

01452 42 6565 Option 1 - Urgent Concerns

01452 42 6565 Option 3 - Children's Practitioner Advice Line

Or childrenshelpdesk@gloucestershire.gov.uk

Outside of office hours, you should contact the Emergency Duty Team (EDT) or, if you have concerns about the immediate safety of the child or you believe a serious criminal offence has been committed please contact the Police at any time on 101.

01452 61 4194

or

101

To report a concern about a professional working with children (Allegations Management)

In Gloucestershire the LADO is Nigel Hatten, who is supported by Tracy Brooks and Jenny Kadodia, the Allegations Management Co-Ordinators.

If you have an Allegation Management Referral, please complete the attached [Referral Form \(DOCX, 50.7 KB\)](#) and email to amadmin@gloucestershire.gov.uk.

If you are looking for general Allegation Management advice, please contact either Tracy or Jenny on the following number 01452 426320.

Nigel Hatten, LADO (Local Authority Designated Officer)

nigel.hatten@gloucestershire.gov.uk

01452 42 6994

Telephone Contacts

Community Social Workers:

Cheltenham 01452 328246

Cotswold 01452 328101

Forest of Dean 01452 328048

Gloucester 01452 328076

Stroud 01452 328130

Tewkesbury 01452 328250

More information and key contacts can be found at:

<https://www.gscb.org.uk/contact-gscb-and-sign-up-for-gscb-alerts/>

Police

Police - Child Protection Unit 01242 261112

Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of “it could happen here” where safeguarding is concerned. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care. Specific guidance is available to staff within the procedure documents.

Keeping Children Safe in Education 2019

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. 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
 - taking action to enable all children to have the best outcomes
5. Children includes everyone under the age of 18.

AIMS:

Through this policy Warden Hill Primary School aims to:

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.

- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.

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

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

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the settings senior leadership team.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role and have received a safeguarding induction within their first 7 days of employment.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school/setting and staff for child protection by setting out its obligations in the safeguarding statement on the school website.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- Ensure that all staff have read part 1 and understand of Keeping Children Safe in Education version September 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

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 ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

The Policy will include reference and support for all the points below:

- The Government categories of abuse – descriptors.
- Allegations Management.
- Child Sexual Exploitation
- Gender identity and sexuality.
- Roles and Responsibilities of the DSL.
- The referral process including telephone numbers.
- Safer Recruitment
- Safer Working Practice.
- Whistle Blowing.
- Honour Based Violence
- Forced Marriage.
- Female Genital Mutilation
- Anti-Bullying including cyberbullying

Hate incidents/crimes (procedures for recording and reporting of these are included in the anti-bullying, equality and hate policy)

- Domestic violence.
- Drugs.

- Fabricated and Induced Illness.
- Gangs and youth violence.
- Gender-based violence/violence against women and girls (VAWG).
- Mental health.
- Private fostering.
- Radicalisation.
- Sexting.
- Teenage relationship abuse.
- Trafficking.
- MAPPA.
- MARAC.
- Medication.

ROLES AND RESPONSIBILITIES

At Warden Hill Primary School the health, safety and welfare of the school community is of paramount importance. Parents send their children each day with the expectations that school will provide a secure environment in which their children can flourish. Teachers expect that children will arrive each day at school fit mentally and physically so that they can develop to the best of their ability in mind and body.

This school recognises it is an agent of referral and not of investigation. It is the Gloucestershire Children and Young People Services and, if necessary, Gloucestershire Police Force's duty to decide the best way of carrying out the investigation.

All school employees have a responsibility to protect children from one or a combination of forms of abuse, as detailed in the appendix, and to report any incidents which fall within the scope of this policy involving staff, children, visitors or volunteers. Further information can be found in the "Gloucestershire's Safeguarding Children Handbook" which is available via: www.gscb.org.uk/handbook

School Employees will:

- Follow the Gloucestershire Safeguarding Children Board Procedures in all cases of abuse, or suspected abuse
- Log and record significant aspects of any incident involving suspected abuse, including unusual behaviour, disclosures, injuries, times and dates. Please to refer below to 'Records and Monitoring'
- Report any inappropriate behaviour / activities / outward signs of abuse to the designated staff member and /or head teacher.
- Establish and maintain an environment where children feel secure, encouraged to talk and are listened to.
- Ensure that children know that they can approach any of the adults in school if they are worried and they will receive a consistent supportive response.
- Include in the P.S.H.C.E. curriculum, opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- Provide a caring environment and a curriculum where self-esteem can be nurtured and, as such, staff will adhere to other related school policies, i.e. Behaviour Policy, Bullying Policy, Equal Opportunities Policy etc.

- N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.

Governors will:

- Ensure that Warden Hill Primary School has a designated and trained governor for child protection
- Ensure that this policy on Safeguarding and Protection is reviewed annually and is in line with Gloucestershire County Council's policy.
- Monitor and evaluate the effectiveness of the school policy
- Carry out their responsibility to safeguard and protect the welfare of all members of the school community, not just the pupils.
- Ensure that evidence is kept confidentially and securely. However, Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- Ensure that all staff/volunteers are selected and recruited by going through appropriate checks and that all recruitment is guided by someone suitably trained and accredited in safer recruitment.
- As part of the schools recruitment, vetting and appointment process, enhanced Disqualification and Barring Checks (DBS) and other statutory lists and local intelligence checks will be sought on all staff that have substantial and unsupervised access to children
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

The Head Teacher will:

- Ensure that all staff and volunteers understand their responsibilities in being alert to, and acting appropriately in, cases of abuse or suspected abuse. An information sheet linked to Safeguarding is given to all new supply teachers on entry to the school.
- Ensure that all staff, governors and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. All staff should be made aware of this process.
- Ensure that the school has a designated teacher for child protection
- Ensure that the designated teacher receives appropriate training and that this training is disseminated to all others in the school
- Follow procedures where an allegation is made against a member of staff or volunteer and inform the chair of Governors.
- Ensure that parents understand the school's responsibilities in relation to child protection by setting out these obligations in the school's Safeguarding Statement. Parents and carers need to be aware that school staff have a duty to inform the local social services department if they suspect a pupil may have been deliberately harmed or neglected. We will inform and involve parents unless this is likely to cause greater harm to the child, then referral would be made without reference to the parents

The Designated Safeguarding Lead will:

- Ensure that every member of staff, (including volunteers and governors) knows who the designated teacher is and where to find them to pass on information.
- Ensure that liaison and cooperation with other agencies that support the pupil such as Social and Health Care, Education Social Work Service and Educational Psychology Service takes place.
- Ensure that, when a pupil subject to a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Inform the duty social worker at the Assessment Team if a pupil, who is subject to a Child Protection Plan, has unexplained absence of more than 2 days.
- Ensure that where possible appropriate staff attend case conferences on children in the school.
- Keep accurate written records of concerns on children even where referral is not appropriate immediately.
- Ensure that all child protection records are kept secure and confidential and separate from the main pupil file.
- Follow the county guidance on reporting and tracking lost pupils.
- Maintain his or her own knowledge and awareness of the issues, policy and practice of safeguarding and protection such as through regular attendance at appropriate training courses and meetings.
- The Designated Safeguarding Lead and/or the Headteacher will provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

Operation Encompass

Warden Hill Primary School GLOUCESTERSHIRE ENCOMPASS COMMITMENT

As part of our commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

Our nominated Encompass teacher is Mrs. Nicholson. You can contact her on: 01242 523827 or admin@wardenhill.gloucs.sch.uk

The Child Protection Process

<https://www.gscb.org.uk/media/2083951/cp-flowchart-nov-2018.pdf>

RAISING THE PROFILE OF 'SAFEGUARDING AND PROTECTION POLICY'

The following are ways in which the policy will be promoted throughout the whole community:

- A copy of this policy will be emailed to all staff after every update Regular item on staff meeting agendas
- Through the curriculum mainly in lessons on Personal, Social, Health and Citizenship Education.
- As part of whole school assemblies
- Open discussions during class circle time and school council meetings.
- Continue to promote an ethos in school of mutual respect, openness and fairness where staff are seen as approachable and always willing to listen.
- Children are encouraged to use the internet in a safe way and reasons for this are explained as appropriate.
- Relevant Posters such as 'Childline' are to be openly displayed.
- Designated staff will advise and support children, colleagues and volunteers.
- Policy to be put on school website.
- 'Whistleblowing' is known to all as an integral part of the policy
- Policy is reviewed annually.
- Clear statements regarding the safeguarding of children are part of the written and verbal recruitment process.
- The details of the school safeguarding policy is included in the induction for all new staff.
- Everyone visiting the school is given an information leaflet identifying procedures and contacts regarding safeguarding.
- Regularly remind parents of the information available and key aspects of keeping safe.

PROFESSIONAL CONFIDENTIALITY

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Child Protection Co-ordinator and may require further investigation by appropriate authorities.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

RECORDS AND MONITORING

- Well-kept records are essential to good child protection practice. Warden Hill School is clear about the need to record any concern held about a child, children or adults within our school, the status of such records and when these records should be passed over to other agencies.
- The school uses CPOMS to record and monitor any form of safeguarding and behaviour information
- Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location using CPOMS. All records will be dated and signed and will include the action taken.

- If a pupil transfers from the school, these files will be copied for the new establishment and forwarded to the pupil's new school marked confidential and for the attention of the receiving school's Designated Safeguarding lead.
- Access to these confidential children's files is restricted to the head teacher and the school's designated teacher. In the event of allegations involving school staff or volunteers records will be made available only to those directly involved in the investigation of the allegations on a right to know basis.
- The school will keep enhanced DBS and list 99 checks on all staff and volunteers. In some cases visitors may be asked for DBS evidence. This single central record of checks will require evidence of identity, address, date of birth, qualifications and for overseas employees, permission to work in the United Kingdom and a check that, in the case of a teacher, they are not otherwise disqualified from teaching.

WHISTLEBLOWING

- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak or write to the nominated 'whistleblowing' governor or the Gloucestershire County Council Directorate for Children, Young People and Families. Refer to Whistleblowing Policy
- Wherever possible, Warden Hill Primary School seeks to respect the confidentiality and anonymity of the whistleblower and will, as far as possible, protect him/her from reprisals. We will not tolerate any attempt to victimise the whistleblower or attempts to prevent concerns being raised, and will consider any necessary disciplinary or corrective action appropriate to the circumstance.

<http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=61251&p=0>

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

SAFER RECRUITMENT

The new guidance KCSiE 2019 maintains the requirement for governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. At least one member of the recruitment panel must undertake safer recruitment training which Warden Hill Primary School will choose appropriate training and may take advice from GSCB in doing so.

ALLEGATIONS MANAGEMENT.

In Gloucestershire the LADO is Nigel Hatten, who is supported by Tracy Brooks and Jenny Kadodia, the Allegations Management Co-Ordinators. If you have an Allegation Management Referral, please complete the attached Referral Form (DOCX, 46.5 KB) and email to amadmin@gloucestershire.gov.uk . If you are looking for general Allegation Management advice, please contact either Tracy or Jenny on the following number 01452 426320.

Allegations about the Headteacher are referred to the Chair of Governors who in turn contacts the LADO. <https://www.gscb.org.uk/media/2088611/escalation-of-professional-concerns-guidance-feb-2019-amended.pdf>

RESOLVING PROFESSIONAL DIFFERENCE (ESCALATION POLICY)

Remember to use the 'resolution of professional difficulties (escalation) procedures 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 through the

PROCEDURE WHERE HONOUR BASED VIOLENCE, FORCED MARRIAGE, FEMALE GENITAL MUTILATION IS SUSPECTED/ALLEGED

Honour based Violence is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

For more information see;

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>

<http://www.karmanirvana.org.uk/>

Female Genital Mutilation is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/fgm/>

If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure where abuse is suspected/alleged'.

CHILD SEXUAL EXPLOITATION (CSE)

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

happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure where abuse is suspected/alleged'. A screening tool for supporting professionals in this area can be found at:

www.gscb.org.uk/CHttpHandler.ashx?id=61510&p=0

MULTI AGENCY PUBLIC PROTECTION ARRANGEMENTS - MAPPA

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child/young person.

The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self.

The police, probation and prison service are the lead agencies, with other agencies including CYPD/Education settings, having a statutory duty to cooperate.

Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

Further information is available at: <https://www.gloucestershire-pcc.gov.uk/the-office-that-supports-the-pcc/partnerships-linked-with-the-pcc/mappa-gloucestershire/>

MULTI AGENCY RISK ASSESSMENT CONFERENCE - MARAC

MARAC meetings are held to discuss high level incidences of domestic abuse.

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management'

The School adheres to the Gloucestershire Child Protection Procedures. The Manual is available online and the live version should be used. These procedures will be discussed annually in September.

PROCEDURES FOR RECOGNISING AND DEALING WITH RADICALISATION AND 'PREVENT' ISSUES

The school, through its entire staff, will be vigilant in monitoring signs of radicalisation. Senior leadership will extend their knowledge through training and updates of the issues and procedures advised by the relevant agencies. Staff will have training from senior leadership and be made aware of the higher risk individuals and risk signs. The school will report any risk behaviour immediately through GCSB or police. All school staff have completed the online Prevent training.

For those who wish to view the Government's Prevent Strategy, please click the web-link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/preventstrategy-review.pdf

Prevent within schools is outlined fully on page 65.

OTHER AREAS REQUIRING MONITORING, REPORTING AND SUPPORT

The school will use the full range of advice and information to ensure it raises awareness of, monitors evidence of, and reacts quickly to any indication of abuse involving:

- Children missing in education – additional information at :
<http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=67175&p=0>
- Child sexual exploitation – additional information at:
<http://www.gscb.org.uk/article/120322/Child-Sexual-Exploitation-CSE-Children-Missing-from-Home--Trafficking>
- Domestic violence – additional information at:
<http://www.gscb.org.uk/domesticabuse>
- Honour Based Violence – additional information at:
<http://www.gscb.org.uk/article/120331/Honour-Based-Violence>
- Forced Marriage – additional information at:
<http://www.gscb.org.uk/article/120331/Honour-Based-Violence>
- Fabricated and Induced Illness – additional information at:
http://www.proceduresonline.com/swcpp/gloucestershire/p_fab_ind_illness.html
- Gangs and youth violence – additional information at:
http://www.proceduresonline.com/swcpp/gloucestershire/p_ch_affected_gang_act.html
- Gender/sexuality based discrimination and violence – additional information at: <http://www.gloucestershire.gov.uk/gsab/article/119307/Discriminatory-Abuse>
- Violence against women and girls (VAWG) – additional information at:
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-00281-2010.pdf>
- Mental health – additional information at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf
- Private fostering – additional information at:
<http://www.gscb.org.uk/article/120328/Private-Fostering>
- Sexting – additional information at: <http://www.ceop.police.uk/>
- Trafficking – additional information at:
<http://www.gscb.org.uk/article/120322/Child-Sexual-Exploitation-CSE-Children-Missing-from-Home--Trafficking>
- Medication and substance abuse – additional information at:
<http://www.gscb.org.uk/article/120325/Substance-Misuse>
- Female Genital Mutilation – additional information at:
<http://www.gscb.org.uk/article/120331/Honour-Based-Violence>
- Faith abuse
http://www.proceduresonline.com/swcpp/gloucestershire/p_faith_belief.html
- Bullying including cyber bullying:
http://www.gloucestershire.gov.uk/media/adobe_acrobat/3/d/GlosHSP-BullyingGuidelines.pdf
<http://www.ceop.police.uk/>
- Hate crime – additional information at: http://www.report-it.org.uk/cps_launch_hate_crime_schools_pack
- Radicalisation and the Prevent strategy – additional information at:
<http://www.gscb.org.uk/article/120326/Radicalisation--Extremism>

USEFUL FURTHER REFERENCES

Child protection procedures manual
Gloucestershire County Council policies and procedures are available on the
Safeguarding Children's Board website:
www.gscb.org.uk/handbook

Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

LINKS TO GUIDANCE

Useful Links

You will notice some words in this document that are underlined in blue. These are straight links to related websites.

Working Together to Safeguard Children 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Department for Education for Safer Recruitment
<https://www.education.gov.uk/consultations/downloadableDocs/Safeguarding%20Children%20Guidance.pdf>

Guide to Safer Working Practice
<http://www.gscb.org.uk/CHttpHandler.ashx?id=40127&p=0>

Child Exploitation and Online Protection Centre(CEOP) <http://www.ceop.police.uk/>

South West Grid for Learning [http://www.swgfl.org.uk/Disclosure and Barring Service](http://www.swgfl.org.uk/Disclosure%20and%20Barring%20Service)
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

You will also find some related links on the following websites:

Domestic Abuse
www.ghll.org.uk

Anti-Bullying
www.ghll.org.uk

Information for School Governors
<http://www.gloucestershire.gov.uk/schoolsnet/governors>

Children and Young People's Partnership Plan
<http://www.gloucestershire.gov.uk/cyppp>

POLICY LINKS TO:

Positive behaviour
Code of Conduct
Whistleblowing
Anti-bullying
Health & Safety
Complaints
PSHE
Teaching and Learning
Prevent strategy
Administration of medicines
Drugs
Sex and Relationships Education
Acceptable usage
Recruitment and Selection
Intimate Care
Safe handling
Offer of Early Help

POLICY REVIEW

The Governing Body is responsible for ensuring the annual review of this policy and ensuring that the list of key contacts on the cover sheet is kept up to date.

APPENDICES

Appendix 1: FORMS OF ABUSE

- Neglect:** The persistent or severe neglect of a child which results in significant impairment of the child's health or development. e.g.
- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
 - Failure to protect from physical or emotional harm.
 - Failure to meet child's basic emotional needs.
 - Failure to ensure adequate supervision.
 - Failure to ensure access to appropriate medical care.
- Physical Abuse:** Deliberate or intended injury to a child. e.g.
- Hitting shaking, throwing, burning, scalding, drowning, suffocating, or poisoning.
 - Deliberate inducement of an illness.
- Sexual Abuse:** Actual or likely sexual exploitation. e.g.
- Use of force or enticement to take part in sexual activity penetrative, or non – penetrative.
 - Involvement in non contact activities such as looking at or making abusive images.
 - Encouraging children to watch sexual activities.
 - Encouraging children to behave in sexually inappropriate ways.
 - Any sexual activity with a child under the age of 16. (with or without agreement)
- Emotional Abuse:** Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development. e.g.
- Conveying to a child that they are worthless, unloved or inadequate.
 - Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
 - Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.
- Domestic abuse:** Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of sexuality (Department of Health 2005). It occurs across the whole of society regardless of race, ethnicity, religion, social class, age, income and where a person lives. Increasingly we are also identifying domestic abuse between young people in their relationships, or perpetrated by a young

person where their parent/carer is the victim. All staff who work with children and families should be:

- Alert to the relationship between domestic abuse and the abuse and neglect of children
- Aware that witnessing domestic abuse constitutes harm to a child or young person.

There is clear evidence that domestic abuse increases the risk of harm to children.

Mental illness of parent or carer

If a parent or carer has a mental illness, it is important not to make assumptions or generalise. However, assessment is important as there may be times that due to the effects of the illness on the parent or carer's behaviour or the effects of medication, there is a possibility that some children may be adversely affected or be at risk of harm. In a small number of cases, children may even be at risk of very serious harm or death.

Drug or alcohol misuse of parent or carer

If a parent or carer misuses drugs or alcohol, this may impact on their parenting capacity but it is important not to generalise or make assumptions in this respect. Some substances may induce behaviour that increases the risk of harm or neglect to the child. The child's safety may also be compromised in other ways. There is evidence that substance misuse in pregnancy can have a serious effect on the unborn child.

Learning disability of parent or carer

If a parent or carer has a learning disability, it is important not to make assumptions or generalise. Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input in to assessments relating to any child. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop the understanding, resources, skills and experience to meet the needs of their children. Also, there is recognition of an increased risk of sexual abuse by men who target mothers with learning disabilities.

Persistent offending behaviour of parent or carer

If a parent or carer is involved in persistent offending behaviour the child's safety may be compromised. For example, the child's home may be targeted or there may be an 'open house' where it is unclear who is providing care for the child, and where individuals who pose a risk of harm may have access to the child.

Peer on Peer abuse

As stated in KCIE 2018 "abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"

We fully support and recognise this at Warden Hill and our staff have had relevant training to minimise the risk of it happening in our school. We recognise that the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Appendix 2: RECOGNITION OF POSSIBLE ABUSE:

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children may exhibit any of the following without abuse having occurred:

- Disclosure.
- Non accidental injury, bruising or marks.
- Explanation inconsistent with injury.
- Several different explanations for an injury.
- Reluctance to give information about an injury
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn.
- Attention seeking
- Hyperactivity
- Poor attention
- Appear frightened of parents or family members
- Abnormal attachment between parent and child
- Indiscriminate attachment
- Hyper alertness.
- Reduced response.
- Frozen watchfulness.
- Nightmares.
- Anxiety/irritability.
- Abdominal pain/headaches.
- Poor self-esteem.
- Poor peer relationships
- Act in an inappropriate way for age
- Over sexualised play/talk or drawings.
- Excessive or inappropriate masturbation
- Self-harm/eating disorder
- Frequent visits to the toilet (urinary infection).
- Reluctance to change for P.E.
- Failure to thrive
- Poor hygiene
- Recurrent/untreated infections of skin or head lice
- Untreated health/dental issues
- Frequent absence from school or repeated lateness
- Delay in meeting normal developmental milestones

Appendix 3: PARTICULAR FORMS OF PARENTAL BEHAVIOUR THAT COULD RAISE OR REINFORCE CONCERNS ARE:

- Implausible explanations of injuries
- Unwillingness to seek appropriate medical treatment for injuries
- Injured child kept away from school until injuries have healed without
- Adequate reason
- A high level of expressed hostility to the child
- Grossly unrealistic assumptions about child development
- General dislike of child-like behaviour
- Inappropriate labelling of child's behaviour as bad or naughty
- Leaving children unsupervised when they are too young to be left unattended

Appendix 4: PROCEDURES – ANY STAFF MEMBER

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure. These are based on the ‘Memorandum of Good Practice – Criminal Justice Act 1991.’

1. Suspicion of Abuse (if abuse is suspected but there has been no disclosure.)
2. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. “Can you tell me about...”
3. Do not ask any leading questions whatsoever eg “was it Mummy /Daddy?” etc. or any questions requiring a yes/no answer.
4. Believe the child and reassure them that they were right to talk to you.
5. Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
6. Do not jump to conclusions or speculate or accuse anybody
7. Record the facts and conversation in writing using the Amber Note immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
8. Report the suspicion to the Designated Person responsible for Child Protection or the Head teacher. The Designated Person or Head teacher will take the appropriate action.
9. In the case of suspicion against a staff member or volunteer referral is to the head teacher, unless they are the one accused. In that case reference should be made to the Chair of Governors or Gloucestershire County Council Safeguarding Board.

Disclosure

1. Allow the child to talk – ask only open questions e.g. “Can you tell me more about...” Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
2. Stay calm and reassuring.
3. Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
4. Believe the child but do not apportion any blame to the perpetrator. (it may be someone they love)
5. Reassure the child that they were not to blame and they were right to talk to you.
6. Ask the child if they have told anyone else.
7. Keep an open mind.
8. Record the conversation and facts verbatim in writing immediately afterwards using the Red note (writing notes during the interview may put undue pressure on the child). Sign and date the report (it may be required as evidence).
9. Establish details of full name, D.O.B. address and names of parents/guardians.
10. Report to the Designated Person or Head teacher who will contact the Social Services Department as necessary.
11. In the case of suspicion against a staff member or volunteer referral is to the head teacher, unless they are the one accused. In that case reference should be made to the Chair of Governors or Gloucestershire County Council Safeguarding Board.

IN ALL CASES

Negotiate getting help – Tell the child that you are going to get help for them and their family – prepare them for the fact that you must involve others, they may be interviewed by police, social worker and / or doctor to check they are OK. Inform the DSL or DDSL.

EMERGENCY PROCEDURES

Child Protection Process

If the designated Person or Headteacher are not available, establish the facts and details as above and contact the Children's Practitioner helpline on 01452426565 (option 3) to discuss their concerns with a qualified social worker and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns.

Where there are urgent concerns, professional contacts Gloucestershire MASH on 01452 426565 (Option 1)

Please see the PDF from the GCSB regarding the protocol and steps, attached at the back of this policy.

Appendix 5: ANNEX TO CHILD PROTECTION POLICY

COVID-19 Further changes to our Child Protection Policy
Revised September 2020

Response to COVID-19

In March 2020, a number of changes were required to our setting in response to the outbreak. Many young people were now being educated at home and staffing was potentially going to be affected through illness and isolation. An annex to the School's Child Protection Policy was drawn up to reflect the changes to safeguarding at that time.

Now that the government has outlined the full return of children to school from 1st June 2020, we need to make additional amendments to the policy to reflect further safeguarding considerations. These are contained in this annex and based on the guidance issued by the government on 28th August 2020.

As previously, despite the changes, the school's Child Protection Policy is fundamentally the same: children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.

Reporting arrangements

The school arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead is:

Mrs Georgina Flooks

Email address: admin@wardenhill.gloucestershire.gloucs.sch.uk

Telephone: 01242 523827

The Deputy DSL/s are:

Ms Rachel Nicholson

Email address: admin@wardenhill.gloucs.sch.uk

Telephone: 01242 523827 (school)

01242 239649 (home)

07913092796 (mobile)

Mrs Val Smith

Email address: vsmith@wardenhill.gloucs.sch.uk

Telephone: 01242 523827 (school)

07841004361 (work mobile)

Mr James Antonious

Email address: admin@wardenhill.gloucs.sch.uk

Telephone: 01242 523827 (school)

Mrs Ruth Redman

Email address: admin@wardenhill.gloucs.sch.uk

Telephone: 01242 523827 (school)

Mrs Justine Harvey
Email address: bursar@wardenhill.gloucs.sch.uk
Telephone: 01242 523827 (school)

Mrs Beccy Andrews
Email address: admin@wardenhill.gloucs.sch.uk
Telephone: 01242 523827 (school)
(NB: Beccy Andrews is currently on maternity leave so not available in school as DDSL)

The school is now fully open and operational. All staff, including all DSL and DDSLs are working on site and are contactable in the usual ways as stated above.

The school's approach ensures the DSL or a deputy is always contactable while the school is open. All staff will be re-issued with contact details for DSL's during school closure and should report any concerns directly to the DSL/DDSL. These concerns and any subsequent actions will be logged on CPOMS and the DSL and any other relevant staff will be alerted to the incident through the CPOMS alert system.

Staff and volunteers have access to the DSL (or deputy) and know on any given day who that person is and how to speak to them.

The DSL (or deputy) will provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school. Where possible staff will try and speak directly to children to help identify any concerns. Staff will be encouraged (where possible) to make calls from the school site via school phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

In the event that staff are unable to make contact with a family by phone call, xpression, email or a visit in person the school will contact their Early Help Co-ordinator (Jubaida Rashid), the Community Social Worker or the MASH team.

The DSL (and deputies) continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

All schools will face unique challenges at this time, including as they welcome back more children. Where reasonably possible and where relevant, the DSL (or deputy) will consider these challenges in a child protection context.

Staff will continue to follow our Child Protection procedures and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance by staff due to the pressures on services, families and young people, rather than a reduction in our standards.

Following the return of more children from 1st June, our school recognises:

- that staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures

- we recognise that our DSL (and deputies) will need more time to support staff and children regarding new concerns (and referrals as appropriate) now that almost all children have returned and will allow for this
- we understand the importance of ensuring relevant safeguarding and welfare information held on all children (including returning children) remains accurate. Our school (led by the Headteacher/DSL or deputy) will do all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns. The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system (CPOMS).
- If required we will revise our process for managing any report of peer on peer abuse given the different circumstances the school is operating in. The principles as set out in part 5 of KCSIE will continue to inform any revised approach to managing any report of such abuse and supporting victims.
- Our current arrangements will remain in place to keep children not physically attending the school safe, especially online.
- Staff will continue to read updated advice received from the local authority regarding children with Education, Health and Care (EHC) Plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need
- We recognise there is continued importance for our school staff to work with and support children's social workers, the local authority virtual school head for children in care and previous children in care and any other relevant safeguarding and welfare partners

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting the Multi-Agency Safeguarding Hub (MASH) are: 01452 426565 or by email childrenshelpdesk@gloucestershire.gov.uk

Further details can be found at Gloucestershire Safeguarding Children Executive

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children executive escalation procedure, available here:
Gloucestershire Safeguarding Children Executive

Identifying vulnerability

Schools relationships with the community mean we have identified children who may be classed as 'vulnerable'

We have put in place specific arrangements in respect of the following groups:

- Children in Care – individual agreements with carers and Social Worker, mostly involving fortnightly contact
- Children who have previously been Children in Care – individual agreements with carers and SW, mostly involving fortnightly contact

- Children subject to a child protection plan/ Child in Need plan – places offered, if not taken this must be agreed by Social Worker and family. Visits will be undertaken 3 times weekly (to be agreed with Social Worker as to who will undertake these visits).
- Children with an EHCP – Individual Risk Assessments undertaken and consultations held with parents/carers, SLT and SENCO.
- Children on the edge of social care involvement or pending allocation of a social worker – Where required these children will be offered a place at school or individual contact plans will be agreed

More children may be added to this group in response to concerns raised with the DSL. Contact arrangements will be agreed with parents/carers, SLT and DSL.

Where appropriate school will liaise with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Children in Care and those who have previously been Children in Care.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children with symptoms who are therefore isolating at home – small work packs sent home initially (these work packs will be regularly reviewed and updated) and families directed to Oak National Academy online learning.
- If whole bubbles are at home due to multiple cases, as directed by the flowchart: Guidance for Childcare and Educational Settings in the management of COVID-19, home learning will include the use of Google Classrooms, with teachers communicating with children via this platform. Teachers, DSL and DDSLs will return to weekly telephone contact with any vulnerable children in those bubbles.
- Additional technology available to families as needed.

The plans in respect of each child in these groups will be reviewed regularly.

Attendance

The school is following the attendance guidance issued by government, updated on 1st September 2020, including the Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.

Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent but if necessary arrange a home visit by the school or another appropriate agency. A risk assessment will be undertaken to consider and manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 does not override the duty on the school to ensure children and young people are safe.

The school will follow daily reporting of attendance as required by the LA, accessed through our automatic pupil information sharing (through B2B), as well as completing surveys as requested by the LA to ensure they have access to timely information across the county ahead of their daily calls with the RSC who are overseeing reporting into the DfE.

Staff will be aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below).

Mental Health

Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns. Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Our full pastoral support team is back working on site from 1st September 2020, and will ensure appropriate support is in place for children as required.

On returning to school all children will complete a 'Return to School' questionnaire asking them for their thoughts and feelings about coming back to school and their experiences of being in lockdown with their families. These questionnaires will be shared with class teachers and the member of staff leading their group and will be followed up by Val Smith (Well-Being Lead and DDSL).

In addition to this the school will use guidance on mental health and behaviour in schools to help identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

Children in Year 6 have been asked to complete a transition survey (Pupil Voice) just for Year 6's transitioning into year 7. This survey will take the children a maximum of 10mins to complete online and can be done by the children at home, or at school (if they are present as a Key Worker child or a vulnerable child.) The survey is anonymous and can be completed on any electronic device e.g. iPad, smart phone, laptop etc.

Domestic Abuse

Incidences of Domestic Abuse are expected to significantly increase during the period of isolation as perpetrators will use this time as a "tool of coercive and controlling behaviour", and victims and their children are consistently more vulnerable during periods of societal stress see government guidance.

Operation Encompass will continue as normal with notifications being sent to the school's DSL and DDSLs via their emails. The DSL and DDSLs will check their emails on

a daily basis and Rachel Nicholson (DDSL) will access her emails at the start of each day and throughout the day to check for Operation Encompass emails.

For further information please contact Halah Shams El-Din on 01452 328953 or by email halah.shamsel-din@gloucestershire.gov.uk

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place
- Our governing body will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Children and young people accessing remote learning receive guidance

Parents and carers have information via the website about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online.

Parents were offered the following links:

- Internet matters - for support for parents and carers to keep their children safe online
- South West Grid for Learning - for support for parents and carers to keep their children safe online
- <https://www.childnet.com/> resources
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.
- Our parents were also sent letters directing them to the school website to re-read the Acceptable Usage policy and Computer Golden Rules

Allegations or concerns about staff

We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged and can be found at
The role of the LADO and the allegations management process - Safeguarding Children in Gloucestershire

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk .

New staff or volunteers

All existing school staff will already have had safeguarding training and have read part 1 and part 5 of KCSiE. The important thing for these staff will be awareness of any new local arrangements, especially if these are being reviewed/changed as a result of more children returning, so they know what to do if they are worried about a child.

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part 1, Part 5 and Annex A of Keeping Children Safe in Education, and]
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment (see flowchart on Page 40 of KCSiE 2019) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in

line with DBS guidance. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by SLT of who is working in the school each day.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. This will be more important than ever as more children and staff return. As such, the school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

In the event that the school needs to recruit new staff during this period, we will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in part 3 of KCSIE. In response to coronavirus, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day. The Home Office and Immigration Enforcement have also temporarily adjusted the right to work checks due to the coronavirus outbreak.

All staff and volunteers are aware of this new policy and are kept up to date as it is revised. The revised policy will continue to be made available publicly.

Appendix 6 – Active

Additional Appendix: COVID-19 school closure arrangements for Safeguarding and Child Protection

Context

As of 5th January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This additional Appendix in the Warden Hill '*Safeguarding and Child Protection Policy*' details our individual safeguarding arrangements in the following areas:

- 1. Key Contacts**
- 2. Vulnerable children**
- 3. Attendance monitoring**
- 4. Designated Safeguarding Lead**
- 5. Reporting a concern**
- 6. Safeguarding Training and induction**
- 7. Safer recruitment/volunteers and movement of staff**
- 8. Online safety in schools and colleges**
- 9. Children and online safety away from school and college**
- 10. Supporting children not in school**
- 11. Supporting children in school**
- 12. Peer on Peer Abuse**

1. Key Contacts

There will be an SLT member on call in the office every day whilst we are open for vulnerable and those children whose parents are key workers.

DSL/DDSL is always available on call:

Rachel Nicholson @ 07913092796 rnicholson@wardenhill.gloucs.sch.uk
Beccy Andrews @ 07814974894 bandrews@wardenhill.gloucs.sch.uk

If it is not possible to speak with either of them, please call:

George Flooks @ 07771934019 head@wardenhill.gloucs.sch.uk
Val Smith @ 07748138701 vsmith@wardenhill.gloucs.sch.uk
Ruth Redman @ 07952976983 rredman@wardenhill.gloucs.sch.uk
James Antonious @ 07894966060 jantonious@wardenhill.gloucs.sch.uk

In the unlikely event that you are not able to speak to any of the above members of staff then:

Use advice of DSL at another school or ring direct to Children's Helpdesk as per safeguarding flow charts.

Pediatric First aiders are:

George
Charlie
Mark
Justine
Amy
Kaye
And all MDSAs for general level – lunchtime supervision

2. Vulnerable children

Two Key groups will be able to access the school provision from Monday 23rd April 2020.

- Key Workers
- Vulnerable children include those who have a social worker and those children with an Education, Health Care Plans (EHCP)

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHCP, will be risk-assessed in consultation with parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHCP plans can safely remain at home. For vulnerable children, the child's social worker will work with parents closely to assess the best option for individual children.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are and will ensure provision is offered to them whilst the school is in partial closure.

Warden Hill's DSL/DDSL including our SENDCo will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers. **The lead person for this will be: Rachel Nicholson – SENDCo and DDSL.** Our SENDCo and Well-Being Lead has communication with our vulnerable children and families weekly and some even twice weekly.

There is an expectation that vulnerable children who have a social worker can access our school's provision, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to our school to access our provision, and their child is considered vulnerable, the social worker and Warden Hill's key members of staff (DSL/DDSL/SENDCo) will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the social worker or Warden Hill's key members of staff (DSL/DDSL/SENDCo) will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Warden Hill will encourage our vulnerable children and young people to attend a school, including remotely if needed.

3. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Contact will be made with parents to agree which children will **attending on a weekly basis** and then follow up on any pupil that they were expecting to attend, who does not.

1. Designated Safeguarding Lead

The Designated Safeguarding Lead is: Georgina Flooks (Head Teacher)

The Deputy Designated Safeguarding Leads are:

Justine Harvey (Business Manager)

James Antonious (Assistant Head)

Beccy Andrews (Assistant Head)

Rachel Nicholson (SENDCo)

Val Smith (Well-Being Lead)

Ruth Redman (Teacher and PSHCE Lead)

The optimal scenario is to have a trained DSL (or deputy) available on site. Please call 01242 523 827. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a concern

Staff are to be reminded that Safeguarding is everyone's responsibility.

Where staff have a concern about a child, they should continue to follow our process outlined in the school's Safeguarding and Child Protection Policy.

In the unlikely event that a member of staff cannot have a direct conversation with the DSL or a Deputy DSL, they should email them to ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should follow the process outlined in the school Safeguarding and Child Protection Policy.

Concerns around the Head teacher should be directed to the Chair of Governors: Mr. Mike Dixon.

6. Safeguarding Training and induction

DSL training is available through the virtual portals.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the our school's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

7. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Warden Hill will continue to follow the relevant safer recruitment processes for our school, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Warden Hill will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Warden Hill will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals will be made by emailing

Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff will be in our school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such,

Warden Hill will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

8. Online safety in our school

Warden Hill staff will continue to provide a safe environment, including a safe online environment.

Where students are using computers in school, appropriate supervision will be in place and staff will be aware of those children who have not signed and agreed to our Warden Hill Golden Rules when using our devices. All children have recently completed the Golden Rules with their parents via the Xpression App.

9. Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per our school's Safeguarding and Child Protection Policy, and where appropriate referrals should still be made to children's social care and as required, the police.

We have sent all parents note of various online safety material to support them at home. This has gone out on the parent bulletin.

All staff at Warden Hill will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

10. Supporting children not in school

All members of staff at Warden Hill School are committed to ensuring the safety and wellbeing of all its Children and Young people even when they are not in school.

Where the DSL has identified a child to be on the edge of social care support, or

who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Our Well-Being Lead, along with our SENDCo will communicate with our parents via phone.

Teachers will also communicate with parents via phone of those parents whose children are not engaging with our chosen online learning tool, to check in with both parents and child to see if we can offer any further support.

These means of communication must be reviewed regularly (at least once a week) and where concerns arise, the DSL will consider any referrals as appropriate.

We will constantly share safeguarding messages on our website and through weekly bulletins.



The screenshot shows the homepage of the Warden Hill Primary School website. At the top left is the school's logo, a colorful stylized 'H' with the text 'Warden Hill PRIMARY SCHOOL'. To the right is a navigation menu with links for 'Home', 'About Us', 'Information', 'Year Groups', and 'Curr'. Below the navigation is a large banner image of children standing behind a wooden fence. To the right of the image is a 'Welcome to our school website' message, followed by a paragraph of text and a 'Find out more' button. At the bottom of the banner are three blue buttons: 'Coronavirus Update', 'Home Learning', and 'Google Classroom'.

Warden Hill recognises that our school is a protective factor for children, and the current circumstances, can affect the mental health of pupils and their

parents/carers. Teachers at the Warden Hill need to be aware of this in setting expectations of pupils' work where they are at home.

All staff at Warden Hill will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

11. Supporting children in school

Warden Hill is committed to ensuring the safety and wellbeing of all its children and families.

We will continue to be a safe space for all children to attend and flourish. The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where we have any concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – discussions with the SLT and the wider Leadership Team will happen immediately to put effective measures in place.

12. Peer on peer Abuse

At Warden Hill, we recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Children who are in school during partial closure will be supervised at all times, to ensure they feel safe.

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection and Safeguarding Policy.

We will listen and work with the children, parents/carers and any multi-agency partner required ensuring the safety and security of that young person.

Concerns and actions must be recorded and appropriate referrals made, in line with our Safeguarding and Child Protection Policy.