



## **Gloucestershire Safeguarding Children Board (GSCB) procedures**

**[www.gscb.org.uk](http://www.gscb.org.uk)**

Stroud Valley Community Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

**Designated Safeguarding Lead (DSL) – Debbie Sleep (Headteacher); Sarah Heague and Rachel Yeomans**

**Safeguarding Governor – Sarah Coldrick**

**Safer Recruitment Trained – Debbie Sleep (Headteacher); Chris Minett and Julie Howe (Governors)**

### **General principles**

We recognise that because of our daily contact with children we are well placed to observe outward signs of abuse. We will:

- ensure adults are appropriately trained in the early identification of abuse and neglect and respond correctly;
- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- ensure children know there are adults in school who they can approach if they are worried;
- include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable secure and predictable element in the lives of children at risk. We understand that their behaviour may be challenging, defiant or show signs of being withdrawn. We endeavour to support all our children through:

- the content of our curriculum;
- our ethos which promotes a positive, supportive and secure environment in which all individuals are valued;
- a behaviour policy centred around positive reinforcement;
- ensuring they understand that although some behaviours are unacceptable they, as people, are valued. They are not, in any way, to blame for the experiences which may lead to such behaviours;
- liaison with all other agencies that support the child and family;
- ensuring that when a child leaves the school relevant information is passed to the new school immediately and the social worker informed.

**Safeguarding is the responsibility of everyone** and it is important that we are fully aware of child protection issues as well as equipping our children with the skills they need to keep themselves safe. Keeping children safe is the responsibility of all staff, who should refer concerns of abuse or neglect to one of the DSL's. If at any point there is immediate risk of serious harm to a child a referral will be made to children's social care immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving the staff member with concerns should escalate for re-consideration.

Staff members understand the importance of NOT promising confidentiality to children and that they should always act in the best interests of the child.

### **The role of the DSL**

The responsibilities of the DSL are to ensure procedures are followed where abuse is suspected or disclosed, procedures of allegations management are followed and to keep professionals up to date with current guidance. All staff, including temporary staff, supply staff and volunteers are introduced to the DSL. Photographs and names of the DSL's are on display in the main entrance.

The school has three members of staff named as designated safeguarding leads. They undergo updated child protection training every two years. The DSL's do not delegate their responsibility to other staff. In the event of all DSL's being away from the school premises at the same time, arrangements are made for one of them to be available by telephone.

### **The role of staff**

All members of staff know to follow the procedures set out by Gloucestershire Safeguarding Children Board and take account of the statutory guidance issued by the Department for Education. There is a poster in the staff room with the details of GSCB website clearly given. Gloucestershire's referral process can be found in the live handbook through the website (in the safeguarding children in education section).

School staff understand the difference between their general safeguarding duties, in identifying vulnerable children and considering the need for early help, and their particular child protection duties when they believe that a child may be at risk of significant harm.

The safeguarding policy is updated annually and all staff read it, along with Part One of 'Keeping Safe in Education (20156)', and have a copy. Mechanisms are in place to assist staff to understand and discharge their roles and responsibilities, as set out in Part 1 of KSIE. This includes regular supply staff and volunteers. New staff receive a safeguarding induction within their first week, where they are provided with copies of Part 1 KSIE and this policy; they are trained fully on the next available course.

Whole school staff training takes place every three years in line with 'Working Together to Safeguard Children' (2015) and is in line with GSCB advice. They also receive safeguarding and child protection updates on an annual basis. The school purchases the LA's safeguarding service and updated alerts are sent directly the HT e-mail inbox. This information is then shared with staff as appropriate.

## **Early Help**

The school identifies children who are vulnerable and who may benefit from 'early help', as defined in Working Together to Safeguard Children 2015. A dedicated parent support adviser acts as an intermediary, where early help may be beneficial, in order to support parents and carers. The parent support adviser liaises closely with the DLA's .

Staff share information, in line with statutory guidance, with other relevant professionals, and in particular social care, in order to support early identification and assessment for early help. A culture of openness and vigilance within the staff group enables children and their families to be able to access early help in a timely and appropriate way.

The school website contains details of the offers of early help available from the school.

## **Child Protection Plans**

We fully support children, and families, who have a child protection plan in place. The school has good links with outside agencies, including children's services, involved with families and co-operate as required by them. The DSL, or appropriate member of staff, attends child protection conferences and core group meetings.

The school will notify the relevant social worker if there is an unexplained absence of more than two days of a child who has a child protection plan.

## **Looked After Children**

Teachers who have responsibility for a looked after child understand the importance of liaising with the child's foster carers, having a basic knowledge of the care plan for the child and the role of the virtual school. The virtual school head is the person appointed by the local authority to promote the educational opportunities of looked after children. The school's designated teacher for looked after children liaises with the VSH to discuss how best to support the educational achievement and other needs of the child, as identified in the child's personal education plan.

## **Adopted children and children subject to special guardianship or child arrangement orders, who were previously looked after.**

The school is aware of the new duties contained in the Children and families Act 2014, which extends the role of the designated teacher and virtual school to the above group of children and have taken steps to prepare for this increased duty.

## **Children with SEN and / or disabilities**

The school acknowledges the additional vulnerabilities of children with special educational need and / or disabilities, and works toward ensuring their safety and well-being. The school's dedicated Special Education Needs Co-ordinator

### **Children with SEN and / or disabilities**

The school acknowledges the additional vulnerabilities of children with special educational needs and / or disabilities, and works toward ensuring their safety and well-being by identifying them and taking extra care to interpret apparent signs of abuse or neglect. The school work hard to ensure that all pupils, including those with SEND needs, feel confident and able to discuss their concerns. The SENCO will work closely with members of staff, where necessary, to ensure that the needs of SEND pupils in relation to child protection issues are responded to appropriately.

## **Types of Abuse**

Alongside this policy document all staff have read, and have a copy of Part One 'Safeguarding information for all staff' from Keeping Children Safe in Education, 2016. Page ten of this document describes the different categories of abuse a child may suffer.

There are also links, found on page 12, to information on specific safeguarding issues.

- bullying, including cyber bullying
- children missing education
- children missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender identity and sexuality
- gender based violence against women and girls (VAWG)
- hate
- honour based violence
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking.

School staff know how to access more detailed government information and guidance and to discuss areas of concern with the DSL if any of these issues appear to arise.

## **Peer on peer abuse**

This is abuse which is perpetrated by children upon children. It is taken very seriously by the school where we do not regard bullying or abuse as a natural part of the growing up process. The school has a conflict resolution programme and a robust anti bullying policy.

## **HATE**

Gloucestershire launched its Hate Crime Strategy in October 2016,

Any incident of bullying perceived by the victim, or any other person, as having a prejudicial element (disability, race, religion/belief, sexual orientation, gender identity, age or gender) should be categorised as a 'Hate' incident. We understand that those who carry out these acts are unlikely to be motivated by 'Hate', and that often simply have a lack of awareness of the consequences of their actions. At Stroud Valley, we believe in teaching our children about the consequences of their actions, how they affect another's feelings and how to make positive choices in relationships. Incidents reported to us will be investigated and the conflict resolution part of this policy carried out.

Monitoring the prevalence of such instances however is a critical part of understanding the scale of the issue and evidencing the need for earlier intervention and prevention measures in tackling the harm motivated by prejudice, before such attitudes become embedded, and further harm is done.

As a school we have a duty to report incidents of 'Hate' to the Local Authority.

### **Record keeping**

Written records of concerns about children are kept, even where there is insufficient concern to refer the matter immediately to Children's services. All records are kept securely, separate from the main pupil file, and in a locked cupboard. Staff are aware that a record of any conversation with a child should be made as soon after as possible and made as accurately as possible.

### **Parents**

This policy is published on the school website and parents and carers understand the responsibility placed on the school for safeguarding children.

### **Equality**

The school safeguards all individuals, be they children, parents, carers or staff, regardless of their sex, race, disability gender identity or sexual orientation.

### **Safer Recruitment**

The school has a separate safer recruitment policy which follows guidance from The Children's Workforce Development Council (CWDC). In line with government guidance at least one NCSL accredited recruiter is on all interview panels and involved in the complete selection process. Guidance from Part Three of 'Keeping Children Safe in Education' (20156) is adhered to fully. This is included with the safer recruitment policy.

No member of staff or volunteer in a regulated activity will be left alone with children until a DBS check has been completed.

### **Allegations Management procedures/ Whistleblowing**

The school has a separate whistleblowing policy which all members of staff are aware of. We all understand our duty to protect children and our responsibility to ensure unsuitable behaviour is reported and managed, using the Allegations Management Procedures. These can be found in the whistleblowing policy and on the GCSB website stated at the top of this policy. The NSPCC whistle-blowing helpline number is: 0800028 0285. All staff are aware of this service.

## **Safer Working Practices**

The guidance for safer working practice for adults who work with children and young people in education settings can be found on the GSCB website in the safeguarding in education section.

This policy has been written in line with the statutory guidance (Sept 2016) 'Keeping Children Safe in Education.'

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### **Policy Review**

Policy Title	Safeguarding and Child Protection
Date Policy Ratified by Governors	6 <sup>th</sup> February 2018
Committee Responsible	Behaviour and Safety
Date for next review	Feb 2020

### **Other relevant school policies:**

**Intimate care**

**Staff behaviour / code of conduct**

**Online safety**

**Anti bullying / conflict resolution**