



**Churchdown School Academy**  
ACHIEVING SUCCESS FOR ALL

## Safeguarding Policy

### Introduction

Churchdown School Academy (CSA) fully recognises its responsibilities for safeguarding children. Our policy applies to all staff, governors and volunteers working in the school. There are six main elements to our policy:

1. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Ensure that all members of our school community are aware and kept informed of developments and their responsibilities in all matters relating to safeguarding our pupils.
3. Raising awareness of child protection issues and equipping pupils with the skills needed to keep them safe.
4. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
5. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
6. Establishing a safe environment in which pupils can learn and develop.

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 PSHCEE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

### Procedures

We will follow the procedures set out by Gloucestershire Safeguarding Children Board (GSCB) and take account of guidance issued by the Department for Education (DfE).

The school will:

- Ensure it has a Designated Safeguarding Lead (DSL) who will undertake regular, appropriate training for this role – currently Josie Hilton, Assistant Headteacher.

- Ensure it has a member of staff (Deputy DSL) who will act in the absence of the DSL: John O'Connell, Senior Assistant Headteacher.
- Ensure it has a nominated governor responsible for safeguarding children: Marie Walker (Chair of Pupil and Parents Sub Committee).
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSL and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at strategy meetings, initial child protection conferences, core group and child in need review meetings.
- Follow the guidelines set out by the Local Authority on children missing in education. (Appendix 2)
- Ensure that the duty of care towards its students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice
- Be aware of and follow procedures set out by Children's Services and the GSCB where an allegation is made against a member of staff or volunteer.
- Ensure safer recruitment practices are always followed.

Our procedures will be reviewed annually and up-dated in accordance with current legislation.

When staff join our school they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy and told who the DSL is and who acts in their absence.

The induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child.

All volunteers and regular visitors to our school will be told where our policy is kept and given the name of the DSL. A copy of the policy will be available at the main school reception. A leaflet summarising the key issues for volunteers and regular visitors will also be available at the main school reception.

### **Procedures for off-site learning and work-based learning**

The school recognises its responsibility towards those students who are educated 'off-site' and monitors the provision regularly. The school has also set up systems requesting daily notification of attendance and uses the school's attendance officer to ensure safety should pupils fail to attend off-site provision. The school has copies of the following providers Safeguarding Policies:

- Bridge Training Centre.
- Gloucester and Forest Schools Alternative Provision.

### **Responsibilities**

The Governing Body will nominate a member to be responsible for Safeguarding Children (Marie Walker) and liaise with the DSL (Josie Hilton) in matters relating to Safeguarding. It will ensure that Safeguarding Policies and procedures are in place, available to parents and reviewed annually.

The Headteacher will ensure that the Safeguarding Policies and procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to Safeguarding.

The DSL will co-ordinate action on safeguarding and promoting the welfare of children within the school ensuring that all staff, volunteers and visitors to the school know who the DSL is and who acts in his/her absence, they are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns.

### **Categories of Abuse and Neglect (Keeping Children Safe in Education)**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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

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

### **Specific Safeguarding Issues (Keeping Children Safe in Education)**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Bullying including online and prejudice based bullying
- Child sexual exploitation (CSE) and Trafficking

- Domestic violence.
- Fabricated or induced illness.
- Faith abuse.
- Female genital mutilation (FGM) – see also below.
- Forced marriage.
- Gangs and youth violence.
- Gender-based violence/violence against women and girls (VAWG).
- Mental health.
- Neglect.
- Peer on peer abuse
- Private fostering.
- Racist, disability, homophobic or transphobic abuse
- Radicalisation or extremist behaviour.
- Sexting and the impact of new technologies on sexual behaviour such as accessing pornography
- Substance misuse
- Teenage relationship abuse and peer on peer abuse

### **Managing a Disclosure**

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with students. All staff must be aware that they cannot promise a child to keep secrets. If a child discloses directly to a member of staff, the following procedures will be followed:

Listen carefully to what is said. Ask only open questions such as:

- 'How did that happen?'
- 'What was happening at the time?'
- 'Anything else you want to tell me?'
- Reassure the child that they have done the right thing.

Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. 'Did your Dad hit you?'

Do not force the child to repeat what he/she said in front of another person.

Following a disclosure, the member of staff should talk immediately to the DSL (Josie Hilton) and complete a written record.

### **Information Sharing and Confidentiality**

We recognise that all matters relating to Child Protection are confidential.

The Headteacher or DSL will disclose any information about a student to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

### **Record Keeping**

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns should be recorded using the school's

safeguarding children recording system. The DSL, Deputy DSL, Headteacher, SENCo and Heads of Year have access to a secure database of safeguarding concerns.

All records of a child protection nature should be passed to the DSL including case conference minutes and written records of any concerns.

## **Supporting Children**

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 student 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 that they are not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Children's Services, Children and Young People's Service (CYPS), Education, Entitlement, Performance and Inclusion Team, Educational Psychology Service and those agencies involved in the safeguarding of children to provide a co-ordinated offer of Early Help.
- Notifying Children's Social Care immediately there is a significant concern.
- Ensuring that, where a pupil on a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## **Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

## **Safer Recruitment and Selection of Staff**

The school has a written Safer Recruitment Policy and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to deter, reject or identify people who might abuse children or are otherwise unsuited to work with them.

## **Allegations against staff**

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with the LA's Designated Officer for Allegations (LADO).

If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LADO.

The school will follow the LA procedures for managing allegations against staff, a copy of which is attached to this document.

## **Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

## **Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers**

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

## **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty, such as the form tutor, Head of Year, Learning Support Assistants, buddying and mentoring systems, the school counsellor.
- Include in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse.
- Encourage the use of links as outlined on the school's safeguarding boards (situated outside main canteen and PE1) and on the school's website.

## **Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures.

## **Abuse of Trust**

We recognise that as adults working in the school, we are in a relationship of trust with the pupils in our care and acknowledge that it is a criminal offence to abuse that trust. We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

## **Racist Incidents**

Our policy on racist incidents is set out in a separate policy. Repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures.

## **Bullying**

Our policy on bullying (including on-line and prejudice based bullying) is set out in a separate policy. To allow or condone bullying may lead to consideration under safeguarding children procedures. Online and prejudice based bullying will be addressed in the same way as any other form of bullying but may also lead to the involvement of external agencies.

## **E-safety**

Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, pupils, parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. These issues are addressed within the curriculum, in the tutor programme and in assemblies.

## **Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips and visits.

## **Other Relevant Policies**

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies and documents, for instance:

- Staff Conduct.
- Policy for Looked After Children.
- Anti-Bullying and Hate Policy.
- Governors' Statement on Special Educational Needs.
- Trips and visits guidance for staff. This policy is currently being re-written.
- Governors' policy on Attendance and Behaviour
- E-safety – ICT Acceptable Use policy for staff, and Acceptable use statement and guidance for students, including guidance on the use of the internet/intranet and email.

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider safeguarding matters.

This document complements the detailed guidance in the following Government publications:

- Working Together to Safeguard Children – DfE 2015
- Keeping Children Safe in Education – DfE 2015
- Guidance for safer working practice for those working with Children and young people in educational settings (2015)

It also reflects the Gloucestershire Safeguarding Children Board (GSCB) safeguarding procedures.

Attached documents:

- Child Protection Procedures. (Appendix 1)
- Allegation Management Procedures. (Appendix 1)
- Missing Children Protocol. (Appendix 2)

## **Appendix I: Offer of Early Help**

Churchdown School Academy works with a large number of organisations and uses the Graduated Pathway to ensure that there is an appropriate and effective offer of Early Help available for all pupils where a need has been identified. We regularly seek support from Gloucester Safeguarding Children Board, Gloucestershire Early Help Partnerships, Families First Plus, The Virtual School, Youth Support Team and CYPS. In addition to this, support advice and guidance is sought from organisations in relation to specific issues (eg. Young Minds, Rethink, Winstons Wish). The PinK curriculum is also taught within PSCHEE lessons. Opportunities for accessing Early Help are constantly being reviewed but include the following:

### **Provision of appropriate alternative educational and work based learning settings:**

- The Learning Centre (Churchdown School).
- GFAPS (Raikes & Russet House).
- Bridge Training.
- Hospital Education.

### **Using the Voice of the Child:**

- NSPCC report published Oct 2013.
- Discuss with staff, ensure they understand the importance of discussing concerns.
- Supervision of staff and opportunity for them to discuss any concerns about children.
- Talking to children about wider family issues – tie in with learning from SCRs – don't see the child as isolated from their family.
- Make use of any questions you routinely ask children – how have things changed over time, are things changing?
- Pupils use the Gloucestershire's Healthy Living and Learning on-line **pupil** survey. Results are monitored and interventions put in place where appropriate.

### **Staff training and awareness**

- The school values safeguarding training at all levels. The DSL, deputy DSL **both** have received multi-agency training and attend local safeguarding forums.
- All staff have received safeguarding training provided by Gloucestershire Safeguarding Children Board (GSCB).
- Senior staff and Heads of Year have completed the Channel General Awareness online training for PREVENT.
- Staff are encouraged to sign up for Gloucestershire Safeguarding Children's Boards' alerts keeping their knowledge and awareness of Safeguarding up to date and at the heart of their practice.

### **Multiagency collaboration:**

- The school works with the local MASH to support families and understands the FDAC system.
- The school is fully engaged with the MARAC process (Multi-Agency Risk Assessment Conference).
- The school regularly hosts and attends multi-agency meetings around individuals and their families.

### **Bereavement:**

- Winstons Wish
- School counsellor
- CYPS
- PSCHEE

### **Bullying:**

- Anti-bullying week activities
- Bullying addressed through PSCHEE lessons

- All Year 7 pupils to see the play 'Hope'

#### **Child sexual exploitation (CSE) and trafficking**

- All Year 8 pupils to see 'Chelsea's Choice' play.
- The school uses the Child Sexual Exploitation Tool for early identification and makes referrals as necessary.
- The Year 9 PSCE curriculum addresses this issue.

#### **Domestic violence**

- All Year 11, 12 & 13 to see 'Alter Ego' play.
- Staff understand the correlation between Domestic Abuse and Child Protection – Staff are vigilant, listening to the child and making referrals as required.
- Hollie Gazzard Trust
- PSCE curriculum

#### **Substance misuse**

- Infobuzz
- PSCE curriculum

#### **Fabricated or induced illness**

- The school works with the School Nurse Service, Children's Services and Hospital Education to identify pupils who are vulnerable to this and to support them and their families.

#### **Faith abuse**

- The school works with Children's Services to identify pupils who are vulnerable to this and to support them and their families.
- PSCE Curriculum

#### **Female genital mutilation (FGM)**

- Senior staff and Heads of Year have completed the online home office training (1 ½ hours).
- Disseminate leaflets to all staff.
- EWO aware of requests for extended holidays for some ethnic groups.
- PSCE curriculum

#### **Forced marriage**

- The school works with the EWO and Children's Services to identify pupils who are vulnerable to this and to support them and their families.

#### **Gangs and youth violence**

- Avenger Task Force.
- Fearless.
- Great Expectations.
- Knife Crime.
- PSCE curriculum

#### **Gender-based violence/violence against women and girls (VAWG)**

- The school works with Children's Services to identify pupils who are vulnerable to this and to support them and their families.

### **Mental health**

- 'Nobody Understands' Blue labels in planners for all pupils.
- Belinda Heaven has delivered training to staff.
- 'Beyond Fed-Up' – promote resilience.
- CYPs Professional Helpline.
- Regular consultations with Primary Mental Health Worker (PMHW)
- Staff training from PMHW
- Student workshops delivered by PMHW
- Prevention of death by suicide by listening to young people and taking actions.
- The school raises the awareness to parents of Self-Harm and Eating Disorder websites understanding the correlation between self-harm and suicide and aiming for early identification of pupils at risk.
- The school employs an independent counsellor.
- Samaritans.

### **Poor parenting**

- Referrals are made to Families First Plus
- Parenting courses are offered through school

### **Private fostering**

- The school works with Children's Services to identify pupils who are vulnerable to this and to support them and their families.

### **Radicalisation or extremist behaviour**

- Senior Leaders and Heads of Year have completed the home office online training for PREVENT (Channel basic awareness training).
- All staff will be expected to complete this training.
- Any concerns regarding individual pupils are reported to the DSL who then passes this on to the PREVENT Officer.
- PSCH EE curriculum
- Awareness of British Values taught raised through PSCH EE curriculum and the pastoral system

### **Sexting and the impact of new technologies on sexual behaviour**

- The issues and laws relating to this are addressed with pupils through the Year 8 PSCH EE curriculum
- The personal consequences of sexting are addressed through the PSCH EE Curriculum

### **Teenage relationship abuse and peer on peer abuse**

- Teenage Relationship Curriculum taught in PSCH EE
- Attend 'Give and Get'.
- 'Beyond Fed Up'.
- PSCH EE curriculum

# Child Protection Process



## Professional has concerns

If a Professional has a concern about the well being of a child (or unborn baby), then follow the General Procedures provided.



## Consultation with supervisor

Professional discusses concerns with supervisor or Designated Safeguarding Lead to decide next steps



## Discussion with parents

Professional discusses concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation)



## Childrens Helpdesk

Professional seeks advice or makes a request for Service through the Childrens Helpdesk: - 01452 426565



## Seeking advice from Children's Social Care

Professional can discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns.



## Making a Request for Service to Children's Social Care

Basic information is given to the Children's Helpdesk. You will be asked to complete a Multi Agency Referral Form. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.

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# Allegations Management



## Concern about a member of staff or a volunteer working with children

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

- a. a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
- b. possibly committed a criminal offence against or related to a child, or
- c. behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Then that professional should:



## Report their concerns

Report the concern to the most senior person not implicated in the allegation.



## Completion of written record

Complete a written record of the nature and circumstances surrounding the concern, including any previous concerns help. Include where the concern came from and brief details only.



## Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

**Local Authority Designated Officer (LADO) – Tel: 01452 426994**

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.



## Allegations Management Process

If, after your Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi-agency meeting will be convened and you will be invited. This might result in a criminal investigation, a Social Care investigation and/or an investigation to inform whether disciplinary action is required.

If it is agreed that the allegation does not meet the criteria, the LADO will record the Initial Discussion and send it to you for your records. Any further action will be taken within your setting if necessary.



## Further action

Further meetings might be required and these will be convened by the LADO, with your input at all times. Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children 2013 and the South West Procedures.

<http://www.online-procedures.co.uk/swcpp/procedures/allegations-against-staff/allegation-suspicion-arisen/lado-informed/>

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## Appendix 2

### Missing Child Protocol

#### Quick Reference Guide

