



Courtney Primary School
Nurture, Inspire, Flourish.

Child Protection Policy

Date Reviewed: March 2019 (updated with new documents)

Reviewed By: Deborah Wood

Ratified: by FGB

Date: 14 March 2018

(minor changes in this document due for FGB at 21.05.19 meeting)


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The Headteacher, **Deborah Wood** is the Designated Safeguarding Lead (DSL), the designated person with responsibility for Child Protection.

The Headteacher, **Deborah Wood**, has ultimate responsibility but the day-to-day responsibility will be passed to **Sue Matthews** (Family Link Worker) who has had appropriate training and is experienced. The Headteacher will regularly consult with Sue Matthews so that actions are discussed and agreed. In the event of Sue Matthews being absent, the Headteacher will take over the day to day role.

| Role | Name | Contact details |
|--|---|------------------------------|
| Designated safeguarding lead (CPO) | Deborah Wood | 01454 866670 |
| Designated safeguarding lead (second) | Sue Mathews | 01454 866670 |
| Nominated governor for safeguarding and child protection | Janet Hinchliffe | 01454 866670 |
| Kingswood Hub | Duty Desk | 01454 868541 |
| Local Authority Designated Officer (LADO) Tina.Wilson@southglos.gov.uk | Tina Wilson | 07825 782793 01454 868924 |
| ART – for reporting concerns accessandresponse@southglos.gov.uk | Duty Desk | 01454 866000 |
| Emergency Duty Service – after hours, weekends and public holidays | 01454 615165 | |
| Single Assessment Framework Early Help (SAFeh) earlyhelpsupportteam@southglos.gov.uk | | |
| Ofsted Whistleblowing | 03001233155 | |
| South Glos Child Protection Manual Online: Procedures, Guidance and Definitions |  http://sites.southglos.gov.uk/safeguarding/children/ | |

Related Policies

Anti-Bullying;
 Behaviour;
 Code of Conduct;
 Complaints;
 Confidentiality;
 Visits;
 Health and Safety;
 Medical Needs;
 E-Safety (+ parent/carers acceptable use and staff acceptable use);
 Preventing Extremism;
 Safer Working Practice;
 Staff Grievance;
 Whistleblowing.

1. INTRODUCTION

At Courtney Primary School we are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where children, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

Our policy draws on all relevant legislation and guidance including:

- The Children Act (1989 and 2004);
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (2018);
- The Prevent Duty (2016);
- The four guiding principles of the UN Convention on the Rights of the Child (UNCRC); and
- Working Together to Safeguard Children (2018).

Other school policies and procedures which should be read alongside this policy are listed on page 3. These policies can be accessed via the School Office.

We believe that our school provides a safe, positive and caring environment in which children can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children and young people from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

A copy of this policy is available on request to parents/carers and is also accessible via the school website <https://courtney.eschools.co.uk/website>

Our policy applies to all staff, volunteers and governors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL(s) in their absence.

Throughout this policy '**children**', '**child**' or '**young person**' refer to anyone under the age of 18 years old.

We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that "it could happen here where safeguarding is concerned" (Keeping Children Safe in Education, 2018).

The four main elements to this policy are:

- Striving to **prevent** harm through the development of a positive school ethos, a safe school environment, a full curriculum and through the offer of pastoral support to pupils and their families;
- The school child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns;
- **Support** for pupils who may have suffered significant harm, and their families; and
- **Staff recruitment, management and support systems** which protect children and young people.

2. AIMS OF THE POLICY

- To support the development of the whole child as an individual by promoting security, confidence and independence;
- To raise awareness of all staff and governors as to their responsibilities in identifying and reporting possible cases of abuse as set out in [Keeping Children Safe in Education 2018](#) ;
- To ensure that staff concerned with particular children and young people in need are aware of their role and responsibility in safeguarding these pupils as set out in [Keeping Children Safe in Education 2018](#) ;
- To use a clear system of monitoring children and young people who are known to be or considered to be at risk of harm;
- To ensure that there is good, appropriate and effective communication between all members of staff;
- To develop and promote effective working relationships with other agencies, especially Social Care, Health and Avon and Somerset Police;
- To ensure all adults working within the school with access to children and young people undergo all relevant checks e.g. enhanced DBS check as set out in [Keeping Children Safe in Education 2018](#) ; and
- To ensure all staff are clear about the 'Paramountcy Principle'; that the welfare of the child is the paramount consideration.

3. PREVENTING HARM

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.

The school will therefore:

- Establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to;
- Ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty;
- Include in the curriculum activities and opportunities which equip children and young people with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through our Jigsaw PSHE Scheme, our E-Safety Curriculum and regular Circle Time.
- Include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children and young people.

4. EARLY HELP

[Keeping Children Safe in Education 2018](#) states that “**All** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years” (p. 5-6) Staff should discuss early help requirements with the DSL (or a deputy). We follow the South Gloucestershire early help process which includes the use of the [Single Assessment Framework early help \(SAFeh\)](#) . It may be appropriate for a member of school staff to initiate a SAFeh and take on the role of Lead Professional, or become a member

of a Team around the Child/Family (TAC/F) as part of the SAFeh process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the SAFeh and attend TAC/F meetings.

5. INFRASTRUCTURE AND PROCEDURES

The procedures for safeguarding children and young people will be in line with the South West Child Protection Procedures and those accessed on the South Gloucestershire Safeguarding Board (SGSCB) website <http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/safeguarding-guidance-policies-and-plans/>

As a whole school we will ensure that:

- We have a Designated Safeguarding Lead (DSL) who will be trained to an advanced level by attending Advanced Inter-agency Child Protection training and maintained by attending CP Update training every 2 years thereafter. The DSL is a member of the senior leadership team;
- We have at least one deputy DSL who will meet the same training requirements as the DSL outlined above;
- Every member of staff and every governor knows and understands:
 - the name of the DSL, Deputy DSL(s) and Designated Governor and their roles around safeguarding and child protection;
 - that they have an individual responsibility for acting on any concerns about a child's welfare immediately by following this policy and speaking to the DSL (or a deputy); and
 - their responsibilities as outlined in [Keeping Children Safe in Education 2018](#)
- All staff undergo safeguarding and child protection training on induction;
- All members of staff receive whole setting Child Protection training every 3 years which covers:
 - their personal responsibilities in relation to child protection;
 - school child protection procedures;
 - identifying signs of abuse/suspected abuse;
 - how to support a child, young person or adult who discloses abuse;
 - current national and local issues in safeguarding and child protection;
 - whistleblowing and the role of the Local Authority Designated Officer (LADO); and
 - relevant legislation related to child protection.
- All matters relating to child protection are confidential. Information about a child or young person will only be disclosed to members of staff on a need to know basis, in line with [Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers 2018](#) ;
- All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children and young people;
- All staff are aware that they should never promise a child or young person that they can keep secrets for them;
- All staff are aware that they need to obtain support and help for the children and young people should it be necessary;
- All members of staff recognise that statistically children and young people with SEN and disabilities are most vulnerable to abuse; school staff working with children and young people with profound

and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour difficulties will be particularly sensitive to signs of abuse;

- All members of staff recognise the importance of children being safeguarded from potentially harmful and inappropriate online material;
- Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role staff play in child protection and that good communication between parents/carers and the school is vital to this;
- All new members of staff are given a copy of the relevant safeguarding policies and procedures (including this Child Protection Policy) during their induction to the school. Staff need to sign the relevant form to confirm that they have read and that they have understood the content of the policies and procedures;
- All supply and temporary staff are shown the school procedures flowchart and the names of the DSL, Deputy DSL(s) and Chair of Governors;
- Entry to school premises is electronically controlled by doors and that authorised visitors to the school will be signed into and out of the premises;
- Visitors, when arriving at reception, will be asked to read a summary of the school's safeguarding procedures. Their signing in will be an acknowledgement that they understand the purpose of the procedures;
- That parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off) and that this is with the permission of the school. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of children and young people.

6. REPORTING CONCERNS (see Appendices 2, 3 and 4)

It is important that all communication is given in writing to the DSL as soon as possible as an official signed and dated record or recorded on an individual member of staff's CPOMs log in.

Designated Safeguarding Lead (DSL) Roles and Responsibilities

- Taking the ultimate **lead responsibility** for safeguarding and child protection (including online safety) within our school, as set out in Keeping Children Safe in Education, 2018. This responsibility should not be delegated.
- Ensuring that he/she works closely with the deputy DSL(s) so that they can act effectively in the absence of the DSL;
- Ensuring that the relevant safeguarding and child protection information is shared with staff on induction – part one of Keeping Children Safe in Education, 2018 (and a copy of Annex A to all staff who work directly with children) our school's child protection policy, behaviour policy, code of conduct, the safeguarding response to children who go missing from education and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies);
- Adhering to SGSCB procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being;

- Ensuring that in the case of a referral to ART (or any social care 'front door' in other Local Authorities) to, the parents/carers are informed prior to the referral being made, unless doing so would put the child or young person at risk of further harm;
- Ensuring that written or online records are kept about any child or young person about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect (see appendix 1);
- Storing any paper records confidentially in a secure locked cabinet in the Headteacher's Office;
- Checking the attendance of children and young people subject to a child protection plan notifying the relevant social care team if:
 - a pupil subject to a child protection plan is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason;
- Attendance at Initial Child Protection Case Conferences, Core Groups and Child Protection Review Conferences;
- Submitting written reports to Social Care on request within the agreed time limits;
- Liaising with other agencies to safeguard children and young people;
- Notifying parents/carers as soon as possible if a child or young person sustains an injury or are affected by an incident whilst they are the responsibility of the school;
- Ensuring that a paper copy of all child protection records, or an electronic copy is securely sent/forwarded to a child or young person's new school following a transfer and signed for;
- Retain copies of all child protection files including those for children or young people no longer on roll until the child reaches 25;
- Ensuring that staff are appropriately trained and given regular safeguarding updates; and
- Ensuring that the Single Central Record is maintained as an up to date and accurate record.

N.B. Further information about the role of Designated Safeguarding Lead can be found in Annex B of [Keeping Children Safe in Education 2018](#)

7. SUPPORTING CHILDREN

We recognise that when children and young people are the victims of abuse or are witnessing abuse, for example, domestic abuse, their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children and young people at risk.

Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a child or young person's behaviour – all behaviour is communication.

We understand that our role is to help children and young people combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children and young people feel valued, safe and secure and are encouraged to talk and are always listened to.

The school will endeavour to support pupils with difficulties through:

- Continued monitoring of their development coordinated by the DSL in collaboration with other staff working directly with those children and young people;

- Keeping records and notifying ART as soon as there is a recurrence of a concern;
- Continued close collaboration with parents/carers;
- Liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student;
- The school's behaviour policy, which outlines a consistent approach focusing on the behaviour or the offence committed by the child or young person but does not damage the pupil's sense of self-worth (for example, supporting those who are accused of sexual violence and/or sexual harassment); and
- Providing appropriate pastoral support and care.

8. SUPPORTING STAFF

We recognise that staff who have been involved with a child or young person who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate.

Support will also be offered to any member of staff who has to be involved in any investigation as a result of reporting concerns about another member of staff.

9. ALLEGATIONS AGAINST STAFF (see Appendix 4)

- If an allegation is made against, or there are concerns about the behaviour of a member of staff, volunteer or Governor, the Head teacher must be informed immediately;
- Where the allegation is against, or the concern is about the Head teacher, the Chair of Governors must be informed immediately ;
- If the Chair of Governors cannot be contacted, the LADO must be informed immediately;
- If the response (from either the Head teacher or the Chair of Governors) to a report of an allegation or concern is felt to be unsatisfactory e.g. minimising, then the LADO must be informed immediately.

10. WHISTLEBLOWING (See Whistleblowing Policy)

We recognise that children and young people 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 about the attitude or actions of colleagues. A Whistleblowing Policy is in place for this purpose. This policy can be accessed by the School Office and on the school's website.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

11. SAFER RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in "Keeping Children Safe in Education" Part Three: Safer Recruitment, in particular.

We will ensure that at least one member of any interview panel has completed certified Safer Recruitment Training.

In addition, we will complete the Recruitment Checklist and ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Checks to satisfy health and physical capacity
- Previous employment history will be examined and any gaps accounted for
- An enhanced Disclosure and Barring Service check (based on the flowchart of DBS p30 of Keeping Children Safe in Education)

12. INDUCTION AND TRAINING

We recognise the importance of Induction and Training. All new members of staff will receive induction training, which will give an overview of the organisation and ensure all safeguarding and health and safety procedures are made known, including how to identify and report abuse, whistleblowing and confidentiality issues.

All new staff at the school (including volunteers) will receive basic child protection information and will be required to read through this policy within one week of starting their work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through the designated person.

Staff will receive refresher training at least every three years, and the designated person at least every two years, all with annual updates.

13. CONDUCT OF STAFF

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and South Gloucestershire Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action.

[Guidance for safer working practice for those working with children and young people in education settings 2015](#)

14. POSITIVE HANDLING (Use of Reasonable Force)

Courtney Primary School follows DfE guidelines on Use of Reasonable Force July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Courtney Primary School generally uses either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Any restraint used is recorded in the **Red Bound and Numbered Book** in the Headteacher's Office.

Key staff members have received 'Team Teach' training. All allegations of abuse by or complaints of a teacher/support worker will be dealt with following the Local Safeguarding Board procedures.

For any complaints about the Headteacher, the Chair of Governors should be contacted directly.

15. INTIMATE CARE

Intimate Care procedures are followed by all staff at Courtney Primary School. Individual Care Plans will be drawn up for any child requiring regular care. In the event of occasional soiling accidents, two adults must be present for any action taken and the child is encouraged to clean themselves. A parent/carer will be contacted if the soiling is extreme.

16. VOLUNTEERS AND VISITORS

Visitors must only enter through the main entrance and after signing in at the office.

Visitors with a professional role i.e. agencies such as CAMHS etc. will already have relevant clearance through their own agency. Visitors must produce the appropriate professional ID.

All visitors without appropriate professional ID will have their identity checked by contacting their organisation. Only when this is satisfied will they be given a visitor's badge. If a parent/carer or other volunteer is to be in school regularly (more than 3 times in a month or for consecutive months), then they will be subject to a DBS check to ensure their suitability to work with children.

We are very aware that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Any adult who is in school without a DBS check will wear a red lanyard. This indicates to staff that they should not be left alone when children are in the building. A parent/carer or other volunteer who helps on a one-off basis will only work under the direct supervision of a member of staff, and at no time be left alone with children. Blue lanyards indicate a person who has DBS clearance.

If a volunteer is involved in a brief activity, such as a school visit, which does not involve the supervision or close contact of children, the school will consider this within the trip's risk assessment.

In the event that we feel it appropriate that an individual without current enhanced DBS Disclosure should be in our school whilst the DBS check is being carried out, then a risk assessment will be put into place to allow this to happen.

All staff are trained to challenge any unrecognised person on site without a visitor badge and escort them to the main Office.

17. CONFIDENTIALITY (see also E-safety Policy)

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality school care and education

To ensure that all those using and working in the school can do so with confidence, we respect confidentiality in the following ways:

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes awareness of the importance of confidentiality in the role of the key person.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis.
- Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on training, when they are observing in the school, are advised of our confidentiality policy as part of their induction.

The school is mindful that it is placed in a position of trust by all stakeholders and there is a general expectation that a professional approach will be used in all matters of confidentiality

18. HEALTH AND SAFETY (see Health and Safety Policy)

The delegated members of staff for Health and Safety are

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| Deborah Wood – Curriculum Tamsin Griffiths - Premises |
|--|

The delegated governor of Health and Safety is

| |
|---------------------|
| Sue Matthews |
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The school has a Health and Safety Policy, which is reviewed regularly by the school governors.

The Headteacher and the Governors oversee the policy. However, there is an expectation that every member of staff has a commitment and responsibility to health and safety within the workplace.

Any concerns from staff are reported to any of the above or the site manager who carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that allows the school community to practise efficient evacuation from the buildings. Risk assessments of various activities are also carried out.

Other relevant documents include: The Health and Safety File which includes relevant legislation.

19. SITE SECURITY

Courtney Primary School provides a secure site, but the site is only as secure as the people who use it. All people must adhere to the rules, which govern it; laxity can cause potential problems to safeguarding.

Therefore:

- All exit doors should be closed to prevent intrusion. All doors have a security system/key fob.
 - On no account should any person lock the security doors on 'open' and leave the doorway.
 - In hot weather, outside doors on to the balcony may be left open only if there is an adult in the class who is able to challenge any intruder attempting to gain entry to the school. ***This includes dinnertimes and playtimes.***
 - Any adult who opens the external doors should make sure that they have automatically closed before leaving them unattended.
- Visitors must only enter through the main entrance after signing in at the office and with a visitor's badge.
- Children will only be allowed home with the permission of adults with parental responsibility.
- Children should only be allowed to leave school alone during school hours if collected by an adult by arrangement.
- Gates with direct access to the playgrounds are kept locked except at the start and end of each day.
- We have 'Lockdown Procedures' in place should an incident need such a response.

Dismissal and Arrival

- Our playground is staffed from 8:30 each morning.
- Entry doors to school building are manned from 8:40am until 8:50am to prevent access into the building by any unauthorised individual.
- Registers are completed by 9:10 each morning and any unexpected absence is investigated by an immediate contact with parents/carers
- Children in KS1 and Reception are supervised at home times and only allowed home with adults with parental responsibility or where alternative permission has been given.
- Children are never allowed to leave school alone during school hours. When collected by an adult, they are signed out.

20. ATTENDANCE (see Attendance Policy)

Courtney Primary School actively encourages and motivates pupils to meet the school attendance target of 96.0%

When children are unwell parents/carers are expected to confirm absence by telephone. If there is no notification school has a policy of phoning home to ascertain each child's whereabouts. The school works closely with our own Education Welfare Officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LA, annually to the government, to the Governing Body and to all parents/carers.

Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

Courtney Primary School has an open door policy so that if parents have any concerns re attendance we will happily work together to support the child or young person's attendance.

We will remain alert for any child who may be missing education following the DfE guidance (Sep 16).

21. SPECIAL NEEDS and/or Disabilities

At Courtney, we recognise that additional barriers exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities. Our SENDCo includes all areas of a child's development and well-being within each SEND child's individual termly review.

22. EQUALITIES

Courtney Primary School ensures that equal opportunities are available for everyone, regardless of sex, class and ethnic group or ability range. Racism and harassment is tackled in both the RE and in the PSHE curriculum. Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school will investigate this and take any necessary action.

All racist incidents will be reported to the Governing Body.

23. ONLINE SAFETY (see Social Media Policy and E-safety Policy)

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. Technologies open up new learning opportunities for everyone. They can both promote learning and effective communication between parents/carers and the school. Young people should have an entitlement to safe internet access. At Courtney Primary School we actively encourage children to use the internet, but at all times in a safe way.

Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the e-safety lead who has overall responsibility for e-safety or the Headteacher. The concern will be recorded in the school's e-safety log on CPOMS. E-safety concerns prior to CPOMS will be kept on the school's log.

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|-------------------------------------|
| E-Safety Lead - Leanne Brown |
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All teaching staff have received training on e-safety and the school has adopted the recommended progression of e-safety teaching outlined in the South Gloucestershire Strands.

A child's full name and photograph are never displayed together when uploading to the school website.

Our school Twitter account is a closed account that requires new followers to be vetted and accepted by school leaders.

All children and parents/carers sign an 'Acceptable Use Agreement' when their child starts our school. Due to the rise in the number of incidents, this is also now completed for every child at the start of each academic year in order to remind families of their responsibilities.

Further reference material:

E-safety policy

Social Media Policy

Twitter Acceptable Use Policy

Acceptable Use Agreement

refer also to South West Safeguarding Board <https://www.proceduresonline.com/swcpp/>

24. PHOTOGRAPHING CHILDREN

We understand that parents/carers like to take photos of or video record their children in the school play, at sports day, or at school presentations. This is a normal part of family life, and we will not discourage parents/carers from celebrating their child's successes. However, we will remind parents/carers to concentrate on their own child and to not use images of any other pupils on social media sites without the express permission of their parents/carers. The school cannot, however, guarantee this and will not be held accountable for photographs or video footage taken by parents or members of the public at school functions. The school will take necessary steps for any child whose parent/carer has, for safeguarding reasons, forbidden images of their child to be used.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent/carer, and if we do obtain such permission, we will not identify individual children by name.

25. PUBLICATION UNDER THE FREEDOM OF INFORMATION ACT

One of the aims of the Freedom of Information Act 2000 (FOIA) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

At Courtney Primary School we let parents/carers know the information which we publish or intend to publish, the manner in which the information will be published and whether the information is available free of charge or on payment.

Some information which we hold may not be made public, for example, personal information.

26. GDPR

The school has adopted appropriate GDPR practices and policies following training and current advice.

27. STAFF WELLBEING

We have a policy of encouraging and enabling all staff to maintain a healthy balance between their work and other interests and responsibilities in their life. The rationale is that:

- a good work life balance is central to staff effectiveness and satisfaction, and to pupil learning.
- Work-life balance is about helping staff combine work with their personal interests and commitments.

The Governing Body has a statutory responsibility to ensure, so far as is reasonably practical, the health, safety and well-being of all their employees. See *Staff Wellbeing Policy*.

28. CONTRACTED SERVICES

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

29. SPECIFIC SAFEGUARDING ISSUES

Some of the specific safeguarding issues faced by children and young people are outlined below. Annex A of [Keeping Children Safe in Education 2018](#) contains additional information about these and other specific safeguarding issues – children and the court system, children missing from education, children with family members in prison, child sexual exploitation, child criminal exploitation: county lines, domestic abuse, homelessness, so-called 'honour-based' violence and sexual violence and sexual harassment between children in schools and colleges.

Peer on Peer Abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Abuse is abuse and should never be tolerated or dismissed as 'banter', 'just having a laugh' or 'part of growing up'. All peer on peer abuse is unacceptable and will be taken seriously, regardless of gender of the alleged perpetrator(s) and alleged victim(s).

We recognise that some students will sometimes negatively affect the learning and wellbeing of others, however in most instances, the conduct of students towards each other will be covered by the school's behaviour policy. However some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse may take any form, including the use of technology.

Preventing Extremism

In order for schools to fulfil the Prevent Duty, it is essential that staff are able to identify children and young people who may be vulnerable to radicalisation as part of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children and young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children and young people who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools are in an important position to identify risks within a given local context.

It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations may and do seek to radicalise children and young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Children and young people at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

Child Sexual Exploitation (CSE)

CSE is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. Perpetrators of CSE are found in rural as well as urban areas and are not restricted to

particular ethnic groups. It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

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

Practitioners should also be aware that many children and young people who are victims of sexual exploitation may not recognise themselves as such but they should still be regarded as victims.

Female Genital Mutilation (FGM) and the Mandatory Reporting Duty

As all staff should be vigilant to the indicators of child sexual exploitation - the same is relevant for FGM.

Section 5B of the 2003 FGM Act introduced a mandatory duty which requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her;
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Further information about making a report to the police can be found in the [FGM Mandatory Reporting Procedures](#). The DSL must be kept notified of any disclosures, concerns and calls made to the police. Recordings of disclosures/concerns and any subsequent conversations must be logged and given to the DSL as with any other safeguarding/child protection issue.

Self-Harm

Staff have a responsibility to report any concerns to the Designated Officer. There are a number of risk factors associated with self-harm including mental health disorders including depression and eating disorders, drug/alcohol abuse, and other risk-taking behaviour, recent trauma e.g. death of relative, parental divorce, negative thought patterns, and low self-esteem, bullying, abuse – sexual, physical and emotional, sudden changes in behaviour and academic performance, complex Special Educational Needs.

Self-harm is any deliberate, non-suicidal behaviour that inflicts physical harm on someone's own body and is aimed at relieving emotional distress. It can include cutting, scratching, burning, banging and bruising, overdosing (without suicidal intent) and deliberate bone-breaking/spraining.

Signs and Symptoms of Possible Child Abuse.

(Based on 'What to do if you're worried a child is being abused: advice for practitioners.' DfE, March 2015)

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements

Other indicators of possible abuse in a child or young person include:

- Inconsistency between the story given and the injuries that you see
- A story which changes according to who tells it
- Frequent attendances in Emergency Departments
- Bruising or fracture in a child under the age of one year.

School staff members need to be aware of specific safeguarding issues and be alert to any risks. It is important to acknowledge that children and young people are capable of abusing their peers and that staff members are alert to this.

The government website, GOV.UK, has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website for advice on other issues:

- child sexual exploitation (CSE)
- bullying including online bullying and prejudice-based bullying
- peer on peer abuse
- domestic violence
- substance misuse
- fabricated or induced illness

- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation and/or extremist behaviour
- impact of new technology including sexting and accessing porn
- self-injury
- teenage relationship abuse
- trafficking
- racist, disability and homophobic or transphobic abuse
- poor parenting

Abuse definitions *(from Keeping Children Safe in Education 2018)*

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

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

SEXUAL ABUSE

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

abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

NEGLECT

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

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

Bruising

Bruising that suggests the possibility of physical child abuse includes:

- Bruising in children who are not independently mobile
- Bruising in babies
- Bruises that are seen away from bony prominences
- Bruises to the face, back, abdomen, arms, buttocks, ears and hands
- Multiple bruises in clusters
- Multiple bruises of uniform shape
- Bruises that carry an imprint of an implement or cord.

Fractures

- Fractures in children less than 18 months of age should be assessed for possible child abuse.
- Multiple fractures are more suspicious of abuse.

Burns

The following features may suggest abuse:

- Uncommon sites and appearances of burns inconsistent with the explanation or with the development/ability of the child
- Round red burns on soft, tender, non protruding parts of the body such as inside of mouth, inside of legs, behind knees, inside of arms or on genitals

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

This includes Female Genital Mutilation.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Staff have a mandatory duty to report any know cases of **Female Genital Mutilation (FGM)**

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Other Behaviours/symptoms suggestive of emotional abuse

- Continuous withholding of approval and affection by parent/carer
- Discipline severe and inappropriate, or non-existent, with few or no boundaries set
- Exploitation by parents/carer to fulfil their needs
- Continual self-deprecation
- Fear of new situations
- Impaired ability for play and enjoyment
- Lack of curiosity and natural exploration, air of detachment
- Inappropriate emotional responses to painful situations
- Delayed social and language skills
- Persistent head banging or rocking in a younger child
- Enuresis and encopresis (wetting and soiling)
- Compulsive stealing/scrounging
- Behavioural difficulties including aggression, disruptive behaviour
- Attention seeking
- Eating disturbances, poor growth
- Family history of domestic violence, mental illness of a carer or substance misuse
- Depression, withdrawal
- Only happy at school or kept away
- Pseudo mature or explicit sexual behaviour
- Open masturbation or aggressive sex play with peers
- Stomach pains without medical explanation
- Self-harm, mutilation, overdose or attempted suicide

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care ; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Child Protection Procedures

If a member of staff has ANY concerns relating to a child who they think may be at risk from any form of abuse the procedure is as follows:

- When a Safeguarding/child protection concern is identified, however minor, the member of staff will **immediately** discuss any concerns with the Child Protection Officer (CPO) and record them on CPOMS. For those who are not confident with this online method, the school's Yellow Concern Form should be used (copies of which are in the staffroom).
- It is easier to identify signs of physical abuse than emotional abuse, but when you know a child well and know that behaviour is out of character this may indicate that emotional abuse is taking place.

The discussion will allow one of the following decisions to be reached:

1. Immediate referral to the Assess and Response Team (ART).
2. Further discussion with other members of staff for example, the class teacher and learning support assistant
3. Close monitoring for a specified period based on written action
4. An informal discussion with ART if necessary for advice/support about the circumstances of pupil concerned about.

All actions, or the decision to take no further action, as a result of Yellow Concern Forms, will always be recorded by the CP Lead who will also inform the referrer verbally.

Procedures for referral of concerns:

If immediate action is to be taken, the staff member will record what they have seen, or heard and the action taken, along with dates and times. This will be done on CPOMS (or a Yellow Concern Form which can be found on staffroom noticeboards). On CPOMS alert both Deborah Wood and Sue Matthews to the incident.

In the case of physical injury the injury should be described and recorded on a body map form (on CPOMS or paper copies can be found). The words used by the child should be quoted as accurately as possible, especially in the case of suspected sexual abuse.

The Child Protection Officer (CPO) will investigate the concerns and may then telephone the parents or carers and/or telephone ART for advice. If further action is required involving external agencies the CPO will fill in a referral form and email it to ART as soon as possible and definitely within 48 hours. The school should record any action and record it on CPOMS.

Where a child presents clear and immediate evidence of abuse, any allocated social worker should be contacted or an immediate referral to ART should be made.

If a case conference is to be held the school is responsible for sending a representative. If this is not possible, the school should always send a report.

All cases of abuse should be handled with sensitivity, and the role of the school is to observe, record and report - **investigation is not our function.**

It should be noted that the content of reports may be required to be made known to the families concerned so only the facts should be written down. Parents or carers may also be present at an initial case conference.

RESPONSIBILITIES OF THE DESIGNATED PERSON

The main role of the designated person is to refer cases where abuse is suspected or allegations to the relevant investigating agencies according to the procedures established by South Gloucestershire Safeguarding Children Board.

To be effective they must:

- Ensure each member of staff has access to and understands the school's Child Protection Policies. These must be updated and reviewed annually and work should be undertaken with the Governing Body regarding this.
- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with ART, Children's Social Care and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- Make sure that all staff are aware of the role of the Designated Person and inform them of any issues and ongoing investigations
- Ensure there is always cover for their teaching duties in the event of an emergency arising, as action needs to be taken immediately a concern is raised.
- Have received training in how to identify abuse and know when it is appropriate to refer a case, together with having a working knowledge of how local Safeguarding Children Boards operate, the conduct of a child protection conference and which relevant staff should attend or send a written report in order to contribute to these effectively as required.
- Be able to keep detailed accurate secure written records of referrals/concerns on CPOMS.
- Obtain access to resources and attend any relevant or refresher training courses and be allowed the necessary time to fulfil this role.
- Identifying training and development needs for themselves and those staff involved in child protection issues and are able to identify and report any concerns they have to the designated person immediately they arise.
- Where children leave school ensure that their child protection file is transferred to the new school as soon as possible and is sent confidentially. Files should be hand-delivered and signed for if at all possible.

RESPONSIBILITIES OF SCHOOL GOVERNORS

The Governing Body of Courtney Primary School shall make arrangements for ensuring that their responsibilities relating to the conduct of the school are exercised concerning safeguarding and the welfare of pupils at the school.

The FGB have nominated a Safeguarding Link Governor. Their role is to ensure that the school has effective policies and procedures and that staff are adequately trained and there are adequate resources in school to meet the responsibilities. The Link Governor will champion the cause but Safeguarding will remain the responsibility of the Full Governing Body.

The Link Governor will meet regularly check on Safeguarding and Child Protection procedures and report back to the Full Governing Body. At all FGB meetings, Safeguarding will always be on the agenda.

RECORD KEEPING PROCEDURE

All staff need to understand what records they are expected to complete and all designated officers should be aware of the procedure for the safekeeping of records and confidentiality. All records should be kept either on CPOMS or in a locked cabinet in a room that is not used by the students. The Headteacher, Deputy Headteacher, SENCo and the Deputy Child Protection Officer should be the only people who regularly access these records.

Access to records should be limited to appropriate staff in order to maintain:-

- confidentiality
- the passing on of information on a strictly 'need to know' basis. This should be done and in line with local authority policies.

Good practice must promote the pupil's privacy in so far as this is consistent with supporting and promoting their welfare.

All staff should understand what information they can share, with whom and what can remain confidential to the individual pupil.

Information must be passed onto the right people and ACTION taken on the information with immediate effect.

Guidance on making notes:

- Notes should be made immediately, carefully, accurately and factually.
- Signs of physical injury should be described in detail and recorded on a body map
- Any relevant comment by the child, or by an adult, should be recorded, preferably quoting the words actually used, as soon as possible after the comment has been made.
- Opinion should be restricted to the demeanour of the informant and any other information relevant to his/her state of mind.
- The personal opinion of a member of staff should not be included. Professional opinion should be clearly identified as such.

ADVICE ON RESPONDING TO THE CHILD

- **React** calmly, don't panic
- **Listen** carefully to the child. Take what he or she says seriously
- **Reassure** the child that he or she is not to blame and was right to tell
- **Tell** the child what action you are going to take including the fact that you have to speak to others in order to get support for them, but reassuring them that only these people will be told at this stage
- **Record** what was said, in writing, as soon as possible after talking with the child
(Note down how the child was behaving and the way in which he or she told you what happened)
- **Acknowledge** how difficult it must have been for a child to confide.

Remember that you too may need support. Listening to a child disclosing abuse can be very upsetting.

ADVICE FOR SUPPORTING THE CHILD

If a child has to be interviewed by the social worker/safeguarding/police personnel, within the school premises, then the following procedures should be considered:

- The CPO should ascertain from the social worker the purpose of the interview and that it is held before the end of school.
- The child should be informed prior to the interview by the CPO or designated staff member that the social worker wishes to speak to them and should be personally collected by that person.
- The school should provide a supportive role before and after the process.
- The CPO or designated person may need to be present throughout the interview process (this will be decided in consultation with the police/social worker and child).
- The child should be informed, by the person(s) interviewing them, of any action that will be undertaken.

Members of staff and volunteers are not required to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to Deborah Wood or Sue Matthews who will refer the matter to the relevant Children's Services.

If you are not happy with the decision made as a result of your reporting, you have a responsibility to take the matter further.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.



Child Protection 'What to do' Child Cause for Concern Flowchart

Designated Safeguarding Lead is **Deborah Wood**, Headteacher.
Day-to-day responsibilities lie with **Sue Matthews**, Family Liaison Officer.

Something a child says or does gives cause for concern
or
Someone observes injuries that appear to be non-accidental
or
A child or young person makes a direct allegation or implies that they have been abused
or
A child or young person makes an allegation against a member of staff



Ensure medical attention is received if necessary.



Remain calm, reassure, listen and use TED:

Tell me, **E**xplain, **D**escribe

Followed by:

Who, What, When and How.

Do not promise confidentiality



Complete **CPOMS Incident Online** and send alerts to both Sue Matthews and Deb Wood. (An alternative **yellow concern form** is also available in the staffroom if the online route is not available.)

Even if you have filled in CPOMS, let Sue (or Deb) know about it verbally.



NB: If you are not happy with the response to your concern you have a duty to follow it up.

Assess and Response Team ART 01454 866000



Child Protection 'What to do' Allegations against Staff Flowchart

Designated Safeguarding Lead is **Deborah Wood**, Headteacher.
In her absence, **Sue Matthews**, Family Liaison Officer, will adopt the role.

It is important that we have a culture of 'it could happen here'. Do not let relationships blind you to warning signs from colleagues.

Report immediately to Deborah Wood, Headteacher, including time, date and name/s of those involved.

Deborah Wood will advise Janet Hinchliffe, Chair of Governors.

If the allegation involves Deb it should be reported immediately to the Local Authority Designated Officer (LADO)

Tina Wilson 01454 868508



Maintain confidentiality and guard against publicity while an allegation is being considered or investigated.

Follow local information sharing protocols.



If, at any time, you feel that an allegation is not dealt with properly you **MUST** contact the LADO yourself.

See also:



<http://sites.southglos.gov.uk/safeguarding/children/>