

Safeguarding and Child Protection Policy

September 2024

Please read this in conjunction with:

- Keeping Children Safe in Education September 2024

Designated Child Protection Leads:
<p>Mrs S Alexander – also Anti-exploitation Lead (Assistant Headteacher) salexander@gascoigne.co.uk</p> <p>Ms C Monks - also responsible for Looked After Children and PREVENT (Assistant Headteacher) cmonks@gascoigne.co.uk</p> <p>Mr J Fox (Co-Headteacher) jfox@gascoigne.co.uk</p> <p>Mrs A Buchner – (Co-Headteacher) abuchner@gascoigne.co.uk</p>
Deputy Designated Child Protection Lead:
<p>Mr P Vickery – Filtering and Monitoring Lead (Deputy Headteacher) pvickery@gascoigne.co.uk</p>
Governor Responsible for Safeguarding and Child Protection:
<p>Also responsible for Looked After Children Mrs Ziane mziane@gascoigne.co.uk</p>
Local Authority Designated Officer (LADO):
<p>Mr M Cullern Mike.Cullern@lbbd.gov.uk</p>

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Statement of Commitment

The Governors and staff of Gascoigne Primary School fully recognise the contribution we make to safeguarding children. We recognise that all staff, volunteers and visitors, have a full and active part to play in protecting our pupils from harm.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the mental health and wellbeing, social, emotional, physical and moral development of the individual child.

Legislative Framework

We recognise our legal responsibility to safeguard children and promote their welfare. We will therefore act within the framework set by **The Children Act 1989, The Children Act 2004, The Children and Social Work Act 2017, What to Do If You Are Worried A Child Is Being Abused 2015** and **Keeping Children Safe in Education 2023**. We will also follow the **Working Together to Safeguard Children 2018**.

Purpose of This Policy

- To support the child's development in ways that will foster security, resilience and independence;
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and of children in need;
- To provide a systematic means of monitoring, recording and reporting children known or thought to be at risk of harm;
- To emphasise the need for good levels of communication between all members of staff;
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- To develop and promote effective working relationships with other agencies, especially Social Care Services and Police;
- To ensure that Safer Recruitment Procedures are operated;
- Ensure all staff have attended up to date training so that they are familiar with the most recent legislation and school policy and procedures;
- Monitor and evaluate the effectiveness of safeguarding systems and procedures throughout the school.

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

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty;
- Equip children with a number of strategies to seek support, e.g. worry boxes, speaking to Teachers, Learning Mentors, Thrive practitioners, Family Liaison Practitioners, Thrive, Mind Up, Smart Schools Council, ELSA, signposts to Childline;
- Include in our curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help, e.g. PSHE, Online safety, SMSC, Smart School Council, and Rights Respecting.

Definitions

Safeguarding and promoting the welfare of children is the process of:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;

- Acting to enable all children to have the best life chances.

Child Protection is the process of protecting individual children identified as suffering or at risk of suffering significant harm as a result of abuse or neglect.

Types of abuse are categorised as:

- Physical abuse
- Emotional abuse
- Neglect
- Sexual abuse (including Female Genital Mutilation, Child Sexual Exploitation and Child on Child Abuse).

Please refer to appendices 1 and 2 for guidance.

Online Safety

We recognise that technology offers increasing opportunities and is constantly evolving. Access is becoming universal, increasingly mobile and pupils use technology at an early age. Online-safety is a vital aspect of safeguarding children and is the responsibility of all staff, both in terms of keeping children safe and teaching children to assess and manage risks for themselves. We recognise that sexting and cyber bullying is a form of child abuse. Gascoigne Primary School has an Online-Safety policy which can be viewed on our website.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. All staff, but especially the Designated Safeguarding Lead (and Deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence).

Serious Violence.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other

resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator. It can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off occurrence or be a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence. Victims can be exploited even when activity appears to be consensual. It can happen online as well as in person.

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

CSE and CCE is a growing concern and Gascoigne Primary adheres to the London CSE Protocol. Any instances where a child is suspected of being at risk of exploitation should be dealt with sensitively and referred to children's services.

<https://www.lbbd.gov.uk/form/child-protection-referral-form>

Mrs Alexander is the LSCB nominated Anti-Exploitation Lead.

Female Genital Mutilation

Female Genital Mutilation is the partial or total removal of external genitalia for non-medical reasons. School staff receive training on recognising the signs and symptoms of FGM and are aware that they have a duty to report any concerns to a Child Protection Lead as with other forms of abuse.

We recognise that from October 2015 we have a mandatory duty to report known cases of FGM of girls under 18 to the police. Dial 101 to report.

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. The legal age for marriage in the UK, has been raised to 18, in England and Wales. The law also applies to cultural or religious marriages that are not registered with local councils.

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi- agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers.

Domestic Abuse

The school is aware that children's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and that this is a safeguarding issue. Children react to domestic abuse in similar ways to other types of abuse and trauma. Information about Domestic Abuse and its effect upon pupils will be incorporated into staff Safeguarding and Child Protection training and briefings. School is notified of domestic incidents by the police through Operation Encompass.

Radicalisation and Prevent Duty

The Counter-Terrorism and Security Act 2015, places a duty on school staff to have due regard to the need to prevent children from being drawn into terrorism; this is known as the Prevent Duty. We recognise that protecting children from the risk of radicalisation is part of our safeguarding duties, similar in nature to protecting children from other forms of abuse.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to extremist ideology. It can happen in many different ways and settings. School staff receive training and must be aware of the risks and indicators of radicalisation. Staff should use professional judgement in identifying children who might be at risk of radicalisation or extremism and should report any concerns to a Designated Safeguarding Lead.

Ms Monks is the PREVENT Lead.

The Channel Panel

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not

committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

'Channel' is a voluntary Government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. 'Channel' can provide a support plan and specific interventions to protect people at risk, including mentoring support or an ideological or theological intervention. If you want to find out more about 'Channel' <https://www.gov.uk/government/publications/channel-guidance> or call 101 to discuss your concerns.

Child on Child Abuse

It is important to recognise that sometimes the abuser can be another child. In this situation it is important to take the concerns as seriously as if the perpetrator were an adult and follow the same referral procedures.

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

In such circumstances we must work with Children's Services to put an appropriate risk assessment and management plan into place.

Bullying

Our policy on bullying is set out in a separate policy; the Anti-bullying Policy (available on the school's website) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Racist, Sexist and Homophobic Incidents

Our policy on racist, sexist and homophobic incidents is set out in a separate policy; which can be found on the school's website. We acknowledge that repeated racist, sexist or homophobic incidents or a single serious incident may lead to consideration under child protection procedures.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

If a child is believed to be in the care of an adult that is not a close relative this must be reported as a safeguarding concern to the Designated Safeguarding Lead who will make a referral to the local authority to request a private fostering assessment.

Contact details for the Private Fostering Team (between 9.00am to 5.00pm, Monday to Friday) on:

Daytime: 020 8227 5853

Duty Team: 020 8227 5899

Or email: pranitha.rampersad@lbbd.gov.uk

If you have any concerns about a child's welfare out of normal working hours (5.00pm – 9.00am) please call the Emergency Duty Team on 020 8594 8356

Mental Health

Definition: "Preventing impairment of children's **mental** and physical health or development".

All staff should be aware that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only trained professionals should make a diagnosis of a mental health condition, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health concern, or be at risk of developing one. Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.

Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or Deputy DSL.

There's DfE guidance available on [preventing and tackling bullying](#) and [mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#)

Searching, Screening and Confiscation

If a child is suspected of carrying a prohibited item, Senior Leaders will take proportionate action in order to keep the child and other people safe.

DSLs/Senior Leaders will manage the situation under the direction of the Co-Headteachers/Deputy Headteacher.

Responsibilities

Designated Safeguarding Leads (DSLs)

As well as the Designated Safeguarding Leads (DSLs), we have deputy designated senior members of staff (Deputy Designated Safeguarding Leads) who also undertake regular inter-agency training and refresher training every 2 years.

The Designated Safeguarding Leads (DSLs) are responsible for:

- Adhering to the London Child Protection Procedures and school procedures with regards to referring a child if there are concerns about possible abuse or child in need;
- Ensuring that school procedures are in line with the Barking and Dagenham Safeguarding Children's Board Procedures;
- Attending training annually, keeping up to date with changes in local policy and procedures and DfE guidance;
- Ensuring that staff and volunteers are familiar with the school policy and procedures and providing/facilitating training on child protection procedures at least annually for all staff;
- Providing training to staff on safeguarding issues as part of the CPD calendar;
- Coordinating action within the school and liaising with social care and other agencies over cases of abuse and suspected abuse;
- Making Child Protection referrals (Multi-Agency), recording and reporting accordingly;
- Keeping electronic records of concerns about a child even if there is no need to make an immediate referral;
- Where children leave the establishment ensure their child protection file is copied for new establishment as soon as possible but transferred separately from main pupil file;
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records;
- Providing appropriate feedback to members of staff as appropriate;
- Liaise with the head teacher and governing body as necessary about safeguarding issues.

The Governing Body

The Governing Body will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Safeguarding Lead;
Our Safeguarding Governor is:
Mrs Ziane via mziane@gascoigne.co.uk
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures;
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers;

- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with local procedures;
- All staff, volunteers and governors who have regular contact with pupils receive appropriate training which is updated by refresher training every year;
- Read and confirm they have read Keeping Children Safe in Education.

School Staff School Staff Must:

- Be alert to the signs and symptoms of abuse;
- Provide a safe environment in which children can learn;
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm;
- Follow the school's agreed Child Protection Procedures;
- Consult with a Designated Safeguarding Lead (or Deputy Designated Safeguarding Leads) if in any doubt as to how to proceed;
- Adhere to the Staff Code of Conduct policy and ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (e.g. inappropriate electronic communication with a pupil);
- Read and confirm they have read Keeping Children Safe in Education.

If a member of staff has concerns about a child, they should decide on how to act. This would usually involve a conversation with the DSL about what action to take, including whether a referral needs to be made, though any member of staff **can** make a referral but then must inform the school's DSL.

<https://www.lbbd.gov.uk/report-a-serious-concern-about-a-child-marf-for-professionals>

Child Protection Procedures

The child's welfare is paramount; no individual has the right to exercise any personal discretion in this matter.

Any member of staff who knows or suspects that a child is, has been or may be suffering harm must immediately act as detailed below:

- Share any concerns that you have about a child with a Designated Safeguarding Lead promptly - do not wait until the end of the day. If a DSL is not available inform a named Deputy Designated Lead. You do not need to be absolutely sure that what you have seen or heard is abuse before acting. If in doubt, share your concern.
- Any allegation made against a member of staff/supply teacher/volunteer should be immediately notified to the head teacher, who should in turn notify the for the Local Authority Designated Officer (LADO). Any allegation made against the Headteacher must be notified to the Chair of Governors who must notify the LADO.

Chair of Governors: Mrs Abidah Kamali akamali@gascoigne.uk

- Any concerns regarding contractors or visitors should be taken to a DSL/DDSL.
- Any questions which have to be put to the child should be asked only to clarify whether or not a concern should be recorded or referred. Questions should be kept to an absolute minimum, should never be leading and must never develop into a formal interview. All such conversations with children should be recorded on the school's online system, CPOMS.
- Do not move or remove a child's clothing to examine him/her for marks. Note any marks which you have noticed or have been brought to your attention by the child.
- Do not set up play situations to gather information.
- Concerns, however slight, must be entered on CPOMS or emailed using the DSL email group: dsl@gascoigne.co.uk The email must detail:
 - Child's full name;
 - What the child said (record exact words if possible);
 - What you said or did;
 - Any injuries visible (describe size, colour location using Body Map if appropriate);
 - Where the conversation took place;
 - Who else was present;
 - Any other relevant information.
- Records could be very important in subsequent investigations or at a court hearing. They must be written as soon as possible after an event and certainly within 24 hours.
- No contact should be made with parents by school staff regarding child protection concerns without the agreement of the DSL/Deputy DSL.
- The DSL will liaise with the head teacher and decide the appropriate action.
- Where appropriate referral will be made by the DSL or head teacher to MASH (Multi-Agency Safeguarding Hub), Children's Services Department by telephone and subsequently by Multi Agency Referral Form. The DSL /head teacher should try to provide the receiving officer with the information requested on the Multi-Agency Referral Form. However, the unavailability of some of this information should not delay the referral.
- Parents should be informed of the decision to make a Child Protection referral unless it is reasonably felt that this would endanger the child's well-being or safety. If unsure advice should be sought from the MASH Team. Inability to contact a parent should not delay a referral being made. Telephone referrals should be followed within 24 hours by the Multi Agency Referral Form. All Staff

are at liberty to make referrals to Children's Services if they feel this is appropriate.

- After a referral has been made no comment should be made to any enquiry, from whatever sources (including parents/guardians) without agreement of the DSL or head teacher.
- Requests for information concerning child protection issues by outside agencies or parents/guardians should be referred to the DSL or Head teacher.
- Staff raising concerns about a child will receive feedback.

Safeguarding and In-School Provisions

There are In-School Provisions to support pupils with social, emotional and mental health needs / Social Communication needs and Autism. Children at these provisions may at times go into crisis. All staff are Team Teach trained, which is training that focuses on de-escalation of behaviour and the safe holding of pupils if needed for the safety of pupils or staff. All In-School Provisions follow Gascoigne School's policy on positive handling.

Procedures for School Journeys

An appropriate member of the accompanying teaching staff should be nominated Child Protection Lead for the duration of the journey. The DSL/Head teacher should ensure he/she is sufficiently aware of the Child Protection issues procedures and contacts to fulfil the role adequately. Nominated teachers should, as far as possible, follow the pre-referral procedures at the time the concern is identified but must be prepared to make referrals direct to Children's Services. The necessary pro-forma should be made available to staff on residential journeys or concerns should be emailed or a telephone call made to a DSL who will then take necessary action.

Working with Families

We are committed to working in partnership with all our families to secure the best possible outcomes for our pupils. Our Family Liaison Practitioners offer a wide range of support and are available for staff who have identified a family in need:

Marie Attard mattard@gascoigne.co.uk

Kelly McKinnon kmckinnon@gascoigne.co.uk

Supporting Children

We recognise that a child who is abused or witnesses domestic violence / abuse may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child/young person in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children/young people by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Notifying Social Care as soon as there is a significant concern;
- Providing continuing support to a child about whom there have been concerns who leaves the school, by ensuring that their child protection record is forwarded, under confidential cover, to the child's new school as soon as possible. (Copy retained).

Staff should be aware that some groups of children are more vulnerable to abuse, for instance, those with special educational needs or disabilities, very young children or children who have been part of the care system.

Early Help

Gascoigne Primary School is committed to supporting children and families that require early help services. We work closely with Barking & Dagenham Safeguarding Board on the Early Help Strategy. Our Family Liaison Practitioner team and Social Inclusion team provide support and advice to families to help them to thrive. This includes:

- Behaviour Lead
- Learning Mentors
- Nurture provision
- CAF Assessments
- Parent Gym
- Incredible Years Parents Programme
- Strengthening Families, Strengthening Communities
- Triple P
- EAL Courses
- Health & Wellbeing Support
- Referral to outside agencies

Staff should be alert to the potential need for early help for vulnerable pupils, such as pupils who:

- are disabled and have specific additional needs;
- have special educational needs;
- are a young carer;
- are showing signs of engaging in anti-social or criminal behaviour;
- are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- have been returned home to their family from care;
- are showing early signs of abuse and/or neglect.

Parents may self-refer and request early help: <https://www.lbdd.gov.uk/early-help-and-support-for-families>

Relationships with Parents

- The school has a commitment to working with parents and carers. Parents/carers and children's rights to privacy and confidentiality should be respected. However, the priority is the needs and wellbeing of the child and effective action and liaison is crucial to this.
- It should be recognised that families from different backgrounds and cultures will have different approaches to parenting. These differences should be acknowledged and respected but must not place the child at risk of harm.
- Where possible school staff should work with and share information with parents. Permission for information sharing and liaison with outside agencies should be sought unless this places the child at risk.
- DSLs will be transparent and inform parents if a child makes a disclosure. However, it may be necessary to speak with a child about their disclosure, and/or take advice from MASH (Multi-Agency Safeguarding Hub within Children's Services) before a parent is informed, if a child is deemed to be at risk of significant harm.
- DSLs will seek to gain consent from parents if a referral to Children's Services is needed.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Headteacher or Designated Safeguarding Lead will disclose any information about a child to other members of staff on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Safeguarding information in school will be stored in a confidential folder that is only accessed by Designated Safeguarding Leads, Family Liaison Practitioners. This information will only be shared when it is necessary to ensure a child's safety. When the child moves school, the information will be passed on confidentially to the safeguarding leads at the new school within five working days.

School staff

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 designated Safeguarding Lead and to seek further support as appropriate. DSLs have regular opportunities to discuss cases with the head teacher.

The school provides a Counselling Service for all staff members: The Employee

Assistance programme (EAP), details are emailed to staff on a regular basis.

Staff who have raised a concern will receive feedback on the progress of the case, but only information that is appropriate to share with them.

Allegations Against Staff

We understand that a child 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 head teacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the head teacher, the Chair of Governors will immediately be informed and will in turn notify the LADO.

The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available on the Staff Shared Drive. (See LBBB Safeguarding Children Guidance).

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. (See 'Whistleblowing' Policy).

Where a staff member feels unable to raise an issue, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing.
- the NSPCC's what you can do to report abuse dedicated 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. 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

All staff should refer concerns or allegations about supply staff and volunteers to the headteacher.

Positive Handling

Our policy on positive handling by staff is set out in a separate policy – Positive Handling - and acknowledges 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 to another person.

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

Children Missing from Education (CME)

Concerns about children who go missing from their home address should be notified to the Safeguarding Lead/Attendance Lead/head teacher.

Health & Safety

Our Health & Safety and Educational Visits Policy, set out in separate documents, reflect the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Our Arrival and Collection of Children Policy is in line with Local Authority Guidance and can be found on the school website.

Safer Recruitment

'Keeping Children Safe in Education' (2024) part three provides detailed guidance to be followed regarding safer recruitment.

Gascoigne Primary has created a culture of safe recruitment by carrying out checks in line with the guidance in 'Keeping Children Safe in Education' (2024) and putting the measures below in place.

Dedicated Human Resources Staff work alongside teaching staff and governors to ensure that we follow safe recruitment processes and appropriate staff members have regular training in safer recruitment.

Maintaining a Single Central Record

The Single Central Record is one database that tracks all members of staff, paid and unpaid. It is regularly reviewed and updated and includes information on:

- Checks of all staff members (including volunteers and governors) working in an unsupervised or regulated activity including DBS, ID, employment history and references;
- Obtaining written confirmation that the above checks have been carried out for agency/contracting staff by the employing agency;
- Essential training undertaken by staff members and expiry dates.

Passing on Safeguarding Records

DSLs will ensure that Safeguarding records are passed on within five days of a child starting a new school. These will be sent securely to the named DSL of the new school.

Monitoring and Evaluation

Our policy and procedures will be reviewed annually and updated.

All new members of staff will receive a copy of the Safeguarding Policy and procedures as part of their induction.

Appendix 1

Recognition & Identification of Abuse

Taken from Working Together to Safeguard Children 2015, Appendix A

What is abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 cyber-bullying), 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, though it may occur alone.

Sexual abuse

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 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

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

Appendix 2

Indicators of Possible Abuse and Neglect

Possible Signs of Physical Abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

Possible Signs of Emotional Abuse:

Probably the most difficult type of abuse to recognise.

- An emotionally abused child is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (eg, rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-deprecation
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

Possible Signs of Sexual Abuse

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g., thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Physical discomfort
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money or gifts
- Act in a sexually inappropriate/harmful or seductive way towards others including sending sexual images of themselves and others (Sexting)

Possible Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (eg, rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.

Appendix 3

Key School Policies Related to Safeguarding

- Safeguarding and Child Protection Policy
- PREVENT Risk Assessment
- Code of Conduct Policy
- Whistleblowing Policy
- Safer Recruitment and Selection Policy
- Fire Evacuation Policy/procedure
- Health, Safety and Wellbeing Policy
- Positive Handling Policy
- Behaviour Management Policy
- Anti-Bullying Policy
- Anti-Racist/Sexist/Homophobic Policy
- Critical Incident Plan
- Single Equality Policy
- Online Safety Policy
- Educational Visits Policy
- Internet Acceptable Use Policy
- Uses of Images of Children Policy
- Procedures for Children Not Collected After School
- Supporting Pupils with Medical Needs Policy
- Arrival and Collection of Children Policy
- Relationships Education
- Personal, Social, Health and Economic (PSHE) education.

Key National Guidance

For further guidance and information refer to:

- 'Working Together to Safeguard Children' 2018
- 'Keeping Children Safe in Education' 2023
- 'Disqualification under the Childcare Act 2006. Statutory Guidance' 2015
- 'What to do if you're worried a child is being abused' 2015
- Welfare requirements of 'Statutory Framework for the EYFS'
- 'Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings' Safer Recruitment Consortium 2015
- 'Multi Agency Practice Guidelines: Female Genital Mutilation' 2014
- 'Inspecting Safeguarding in Early Years, Education and Skills Settings' OFSTED August 2015

Policy was approved at Full Governors Meeting in the Autumn 2024

Date for Review Autumn 2025