



Stamshaw Infant School Safeguarding Policy

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was reviewed and updated in **September 2018**

Next Review date: **September 2019**

Designated Safeguarding Lead – Mrs J. Cooper (Headteacher)

Deputy Designated Leads – Mrs J Watson / Mrs A Fancey

Safeguarding Governor – Mrs Sherri Bailey

At Stamshaw Infant School the health, safety and wellbeing of all our children are of paramount importance. All our children have a right to be safe and protected in our school. We fully recognise our responsibilities for child protection. Safeguarding is the responsibility of **everyone**. This Safeguarding Policy forms part of an overall strategy that includes a culture of listening to children, safe recruitment practice, appropriate supervision and support for staff, mandatory induction and regular training for all staff colleagues.

Our policy applies to all staff, governors and volunteers working in the school.

Purpose of our Child Protection Policy

The main elements to our policy are:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with agreed child protection plans.
- Identifying the need for and providing early help.
- Establishing a safe environment in which children can learn and develop.
- Ensure that all children are kept safe at school and during offsite activities and that all teachers adhere to their responsibilities.

This policy must be read as part of the Induction process for all staff / trainees/volunteers. It will be accessible in the school and will also be published on our website.

Safeguarding is everyone's responsibility

We recognise that, because of the day to day contact with children, school staff are in a position to notice signs of abuse. Teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop. We recognise the important role the school has in the early recognition of the signs and symptoms of abuse or neglect and will access the appropriate referral process immediately.

Ethos of the school

The school will therefore:

- Establish and maintain a child centered approach, where children feel secure and valued, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children are given encouragement and opportunity to make choices and decisions.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Understand that any child may benefit from early help whilst being particularly alert to the need for early help for the children identified in Section 17 of Keeping Children Safe in Education 2018

We will follow the procedures set out by the **Portsmouth Safeguarding Children Board** and take account of guidance issued by the Department for Education to ensure that:

- We have a designated senior person for safeguarding who has received appropriate training and support for this role.
- All staff associated with Safeguarding will be provided with planned and regular 'Supervision' meetings in accordance with all guidance.
- We have a nominated governor responsible for safeguarding.
- Every member of staff (including temporary and supply staff and volunteers) and Governing Body knows the name of the Designated Safeguarding Lead, responsible for safeguarding and their role and that of the Deputy Designated Officers.

- All staff and volunteers have an awareness of safeguarding issues, understand their responsibilities in being alert to the signs of abuse and the needs to refer any concerns to the designated senior person responsible for safeguarding.
- When concerned about a child staff are able to refer the pupil to the Lead Pastoral professional.
- Parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school prospectus.
- We develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- We keep records of concerns about children, even where there is no need to refer the matter immediately. These are held on the schools secure electronic system, *Behaviour Watch*.
- All records are kept confidentially and securely, separate from the main pupil file, and in locked locations.
- We develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- We develop and then follow working practices to protect staff from unfounded or malicious allegations.
- Safe recruitment practices are always followed.

We recognise that, for children who are abused or witness violence, school may be the only stable, secure and predictable element in their lives. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued as an individual.
- Liaison with other agencies that support the pupil such as Social Care, Health Services, Police, Child and Adolescent Mental Health Service, Attendance Monitoring Service and Educational Psychology Service.
- Ensuring that when a pupil with a Safeguarding concern or a child protection plan leaves, their information is transferred to the new school immediately and that the child's Social Worker/Lead Professional is informed if applicable.
- Specialist support provided by the Pastoral Lead or ELSA

Statutory Framework

'Working together to safeguard children' (2016) requires all schools to follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board (LSCB)

In accordance with the recommendations all staff and governors must read "at least part one of the guidance" from ***Keeping Children Safe in Education, September 2018***.

Schools must ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused, or is at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

This document should be read alongside:

- Working Together to Safeguard Children, July 2018
- Keeping Children safe in Education, Statutory guidance for schools and colleges September 2018
- What to do if you're worried a child is being abused, Advice for practitioners
- www.portsmouthscb.org.uk
- <http://4lscb.procedureonline.com/search/search.htm>
- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The Education (Pupil Information) (England) regulations 2005
- Safeguarding guidance taken from Thresholds Document July 2016 – *'Families in Portsmouth have access to the right support at the right time'*

The Role of the Governing Body

The Governing body is responsible for ensuring that:

- There is a Safeguarding policy
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training and is renewed every 5 years
- Prohibition checks are carried out on all teaching staff
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior leader has designated safeguarding lead responsibilities and receives updated training every year. The Deputy Leads also receive training every year.
- All other staff have safeguarding training every 2 years, with annual updates.
- Any weaknesses in Child Protection are remedied immediately

- A member of the Governing Body is, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection policies and procedures, including the Prevent Strategy, are reviewed annually and that the Child Protection / Safeguarding policy is available on the school website and is available from the school office.
- The curriculum provides opportunities to teach children about areas of safeguarding (PSHE)
- The central record is updated and checked termly
- A senior leader has responsibility for promoting the achievement of children in care and that staff have the skills, knowledge and understanding necessary to keep children in care safe

Designated Safeguarding Lead

The role of the DSL and Deputy DSL's to provide support to carry out their safeguarding duties. They lead and co-ordinate all matters relating to safeguarding and child protection procedures. The DSL and deputies are most likely to have an overall safeguarding picture.

DSL and DDSL's should:

- work with the Senior Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- liaise with the head teacher or principal to keep them informed of any safeguarding of issues especially ongoing enquiries and police investigations
- as required, liaise with the local authority case manager or the designated officer at the local authority if a concern has arisen regarding a member of staff
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for staff.
- understand 'contextual safeguarding', meaning that the wider picture of a child's environmental factors is taken into account when considering threats to their safety or welfare.
- Work collaboratively with all school staff and possibly outside agencies to identify and support children and families with potential need for early help.

Manage referrals

The DSL should:

- Manage any support internally through the schools Pastoral Programme
- Undertake an Early Help Assessment

Or

- refer cases of suspected abuse to Children's Social Care, and support staff who have raised concerns about a child or have made a referral to Children's Social Care

- where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation (England and Wales only)
- refer cases to the Disclosure and Barring Service (DBS), Disclosure Scotland, or Access NI where a member of staff has been dismissed following concerns they posed a risk to a child.
- refer cases to the police where a crime has been or may have been committed.

Undertake training and develop knowledge

In addition to formal training, the DSL should keep knowledge and skills up to date via online training, e-bulletins, opportunities to network with other DSLs, and attend locally arranged briefings. These opportunities should be taken up at least once a year but more regularly if possible so that the DSL:

- understands the referral and assessment process for early help and intervention knows about child protection case conferences and reviews and can contribute to these effectively when required
- ensures that all staff have access to and understand the school's child protection policy is aware of the needs of any vulnerable children ie; those with special educational needs, young carers and those receiving support from the local Page 3 of authority including a child in need, a child on a child protection plan or a looked after child
- keeps detailed, accurate and secure records of concerns and referrals
- understands the role of the school in terms of the Prevent duty where required
- attends refresher and other relevant training
- encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.

Raise awareness

The Designated Safeguarding Lead's role is to:

- work with the governing body to ensure the school's child protection policy is updated and renewed annually and that all members of staff have access to it and understand it
- provide regular briefings and updates at staff, departmental and governor meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities
- ensure the child protection policy is available publicly and that parents are aware of the policy and that schools may make referrals to children's social care if there are concerns about abuse or neglect
- link with the LSCB (England and Wales), SBNI (Northern Ireland), child protection committees (Scotland) to keep up to date with training opportunities and the latest local policies.

Record keeping

It is also the designated safeguarding lead's responsibility to keep detailed, accurate and secure written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.

Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure delivery and confirmation of receipt should be obtained.

Training of other staff

It is the role of the designated safeguarding lead, working with the head teacher and the CPD leader, to ensure all staff:

- have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect. .
- are able to identify the signs and indicators of abuse, respond to disclosures appropriately and respond effectively and in a timely fashion when they have concerns.
- have an understanding of the referral system and 'what happens next'
- are aware of the local early help support process and have an understanding of their role in it

Duty to report

Any member of staff who either knows of, is told of, or strongly suspects any incident of physical, emotional or sexual abuse occurring in the school, or to a pupil of the school at home or outside the school must report the information the same day to the Designated Safeguarding Lead. Staff training ensures all staff understand the importance of speaking to DSL and DDSL's. If the report involves an allegation against a member of staff, it should be reported directly to the Headteacher. In the absence of the Headteacher, the immediate report should be made to the Deputy Headteacher and Head of Pastoral Care. If the allegation or suspicion is about the Headteacher, the report should be made to the Governor with specific responsibility for Safeguarding.

School procedures

- Our school procedures for safeguarding children will be in line with Portsmouth Safeguarding children's board procedures and 'Working Together to Safeguard Children' 2018, 'Keeping Children Safe in Education, September 2018' and The Thresholds Document, July 2016
- The Deputy Designated Safeguarding Leads will act in the absence of the Designated Safeguarding Lead
- If a disclosure is made and the Designated Safeguarding Lead and the Deputy Lead are not present at school, they must be contacted immediately by mobile phone

- If any member of staff is concerned about a child they must inform the Designated Safeguarding Lead or Deputies verbally immediately
- Notes should be made about any concerns as quickly as possible and recorded on the appropriate form, under safeguarding on Behaviour Watch (see appendix). This form will immediately notify the Designated Safeguarding Lead and Deputies.
- The Designated Safeguarding Lead will seek advice initially from MASH, Children's Social Care or the Police and will complete the Inter Agency Referral Form, if required to do so
- **If at any point there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care or the Police immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**
- If after advice, a referral is not recommended the school will consider carrying out an Early Help Assessment.
- Particular attention will be given to the attendance, academic progress and physical, social and emotional development of any child who has been identified as at risk or who has been placed on the Child Protection Register
- A child going missing from education or a child who has unexplained periods of absences may be an indicator of abuse or neglect, all staff members should follow school procedures when dealing with prolonged absences
- The Designated Safeguarding Lead will inform Children's Social Care of any significant change affecting any child with a Child Protection Plan or Child In Need Plan
- The name of the Designated Safeguarding Lead, Deputy Safeguarding Leads and LADO will be clearly displayed in the school staff room
- Any disclosure made in the Breakfast and Afterschool club will be referred to the Designated Safeguarding Lead

When to be Concerned

- When a child has frequent or unusual injuries, not normally associated with the explanation offered
- When a child exhibits unusual behaviour, their progress at school alters dramatically or attitude changes
- When a child indulges in sexual behaviour, either verbal or non verbal, that is unusually explicit or inappropriate to their age
- When a child has unexplained absences
- When a child makes a disclosure

Dealing with a Disclosure

If a child discloses that they have been abuse, the member of staff should:

- Listen to what the child says without displaying shock or disbelief
- Take what the child says seriously
- Keep an open mind
- Accept what is being said
- Allow the child to talk freely
- Reassure the child but not make promises which may not be possible to keep
- Do not promise confidentiality. You have a duty to report the incident to the Designated Safeguarding Lead and it may be necessary to inform Children's Social Care
- Reassure the child – it is not their fault
- Stress that it is right to tell
- Listen; do not ask direct or leading question, such as, what did he/she do next?
- Ask open questions e.g. anything else to tell me? And?
- Do not criticise the perpetrator
- Explain what you have to do next
- Do not take it upon yourself to investigate what the pupil has told you.
- Do not tell the person about whom the pupil has complained.
- If you think that a child is at risk contact any of the designated staff immediately.

Record Keeping

Where abuse is disclosed or suspected the member of staff should:

- Make brief notes as soon as possible recording exact words used by the child
- Record dates and times
- Draw a diagram to indicate any marks or injuries observed or use a body map (see Safeguarding file)
- These notes must not be destroyed, even if a more detailed report is written later. They may be needed in court.
- Following verbally reporting staff must record the conversation verbatim on the schools reporting system 'Behaviour Watch' triggering a real time notification to the DSL and DDSL's.

Data protection means that parents/former pupils have the right to see their school records. Although child protection information is exempt from this requirement, if a parent or former pupil asked to see notes registering any child protection concerns, then it is likely that a Local Authority would be obliged to show them, unless the case had involved a criminal prosecution, care order or other legal prohibition. An exception might be made if to release the information would cause individual harm to the parent or former pupil. Therefore, it is vital that all information written about children, or

allegations made by children are kept to objective comments, verbatim accounts and factual information

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 only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children following guidance set out in key documents including: Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers
- As stated in Keeping Children Safe in Education 2018, fears about information sharing **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point

Supporting Children

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- 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 in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, 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 appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Providing opportunities to talk with the School Counsellor.

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.

Allegations against Staff

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All Staff should be aware of Portsmouth's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher
- 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 Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.

- The school will follow the Portsmouth procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice and the LADO

Whistle-blowing

- 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 management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

Physical Intervention

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Handling technique in accordance with TEAM TEACH training.
- 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.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Anti-Bullying

- Our school policies on Promoting Positive Behaviour and Anti-Bullying are set out in a separate documents and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms eg. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying and racial incidents.

Mental Health and Wellbeing

We recognise the fundamental role that mental health plays in children's success and that poor mental health is a significant barrier to learning.

- We recognise our vital role in contributing significantly to promoting good mental health and emotional wellbeing amongst pupils of all ages. We have protective factors in place to support pupil's mental health and engage with a wide variety of activities to promote and support good mental health and wellbeing.
- We deliver a comprehensive programme of PSHE for all pupils in our school to enable them to understand and explore the issues around social and emotional aspects of learning. We protect children in the digital world by teaching them about their rights and responsibilities online including age appropriate aspects of e-safety.
- We believe in early identification of pupils suffering from mental health problems and ensure that teachers and school leaders are empowered to play this vital role in the system. Our Designated Pastoral Leader promotes good mental health and emotional wellbeing and is well placed to identify emerging mental health needs of pupils. Senior Leaders and other staff are trained to support and manage pupils with mental health needs in the classroom and school environment and to seek support from health and social care services, including CAMHS, when necessary.
- In order for staff in schools to promote and support good mental health in their pupils, teachers and school leaders are supported to maintain their own mental health.

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'. *Working Together to Safeguard Children July 2018*

KCSIE 2018 highlights the requirement for all staff to be aware of the early help process. Early help is about supporting the child as soon as an issue arises at any point in a child's life. The aim of early help is to work with our families to prevent an escalation of needs into further services. Early help requires a collaborative approach, we must work together to meet a child's needs, keeping a child centered focus. Regular training and updates ensures staff are alert to pupils and families who need this level of support, they are skilled at how to assess if a child needs this level of support and how this differs from a child at significant risk of harm or in immediate danger.

Mobile Phones

All staff and volunteers should not use their phones whilst children are present unless they have the permission of the Headteacher. In all other circumstances staff should only use phones in adult only spaces such as the staff room or an office. Staff must not leave mobile phones in places

Prevent

The Counter Terrorism and Security Act 2015 places a new legal duty on specified authorities to have "due regard to the need to prevent people from being drawn into terrorism". Prevent is part of our existing safeguarding framework, ensuring the safety and well-being of all children. The Prevent Strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. As a school we have a duty of care to our children and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorist exploit.

Duty for schools -

- Assess risk of students being drawn into terrorism
- Ensure robust safeguarding procedures are in place that protect children from being drawn into terrorism
- Ensure our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (<http://www.portsmouthscb.org.uk/>).
- Ensure frontline staff have the training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and challenge extremist ideas which can be used to legitimise terrorism
- Refer vulnerable people to Channel through Portsmouth Multi Agency Safeguarding Hub (MASH, Portsmouth's MASH **0845 671 0271**).
- Prohibit extremist speakers, visitors, events within school
- Ensure children are safe from terrorist and extremist material when accessing the internet in school (to be read in conjunction with e-safety policy).

All teaching staff have completed the relevant training using the **'Prevent and Channel Duty – A Toolkit for Schools'**. This has embedded Prevent within our safeguarding framework through focussing on key areas such as staff training, partnership working, on-line safety and safeguarding policies.

Our role as a school is a vital one and as such we aim to prepare the young people in our care to challenge extremism. Through our curriculum we develop the spiritual, moral, social and cultural (SMSC) understanding of our children. By ensuring pupils' SMSC development, we are also actively promoting fundamental British values such as the specific skill of resilience. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values, we offer a 'safe space' to debate views. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Health & Safety

- Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

Further Guidance and Publications referred to/maybe referred to:

- Prevent guidance
- British values guidance
- LA Manual of Personal Practice
- Volunteer booklet
- What to do if you are worried a child is being abused (DfES 2016)
- Staff conduct, discipline and grievance guidance from Portsmouth City Council
- (<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>)
- The Safer Portsmouth Partnership (SPP) <http://www.saferportsmouth.org.uk/>
- Revised *Prevent* Duty Guidance: for England and Wales - (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)
-

Supervision

Safeguarding supervision is central to school practice .We ensure that:

- We provide regular, planned, and formal supervision that provides the opportunity for staff to discuss any issues concerning children's development or well-being. This supervision time is protected.
- Supervision also provides opportunities for staff and volunteers to raise concerns if a colleague's behaviour and conduct is putting children at risk.
- We adhere to the 'Integrated Supervision Standards for people who work to safeguard children in the City of Portsmouth'

Recruitment Procedure

Stamshaw Infant School regularly reviews its recruitment procedure to ensure the safety of its pupils by preventing as far as possible, unsuitable people from working here. The following elements are part of the routine recruitment procedure for all teaching and non-teaching staff (including ancillary staff) who may have substantial unsupervised access to pupils.

- The Headteacher, Deputy Headteacher and Head of Pastoral Care have completed training in Safer Recruitment, meeting the requirements of DfE, OFSTED and ISI.
- At least one member of an interview panel, or an individual at the School, must have completed Safer Recruitment training.

Criminal Records Checks

- The Enhanced Disclosure is required for anyone whose duties include regularly caring for, training, supervising, or being in sole charge of children under 18 years of age. Anyone else who works at the school requires a Standard Disclosure from the DBS on appointment.
- Pre-employment checks are required for all staff at the School and for people working on behalf of the School such as the School's volunteers, the self-employed, contractors and agency staff. They include the successful completion of a Disclosure from the Criminal Records Bureau at an Enhanced level, a List 99 check and the Protection of Children List as appropriate.

Identity

- Identity is checked against an official document such as a passport or birth certificate.
- At least two written references, including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children and that

there should be no material misstatement or omission relevant to the suitability of the applicant.

- There will be direct contact by the School with each referee to verify the reference.

Interview

There will be a personal interview, with a written record of issues covered and the assessment by the interviewer(s).

Veracity of Qualifications

- Verification of any qualification offered by the candidate, with a written record of those verified.

Full Employment History

- Requirement that applicants supply a full employment history, stating that any previous employer may be approached by the school.
- Contact by the School, where feasible, with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended.
- Explanation of any gaps in the CV, with a written record by the school explaining the reasons for any gaps and that the reasons have been sought and are satisfactory.
- Where staff are recruited from abroad, or have resided overseas within the last five years, the School will try to obtain a 'certificate of good conduct' or equivalent from the relevant authorities of the applicant's home country where such facilities are available. This is in addition to the checks outlined in this document for all staff.
- Where the School has not received the full DBS disclosure information before a member of staff arrives, as a result of a failure of DBS to respond to a disclosure application, the member of staff may work but only under special supervision with no unsupervised access to pupils.
- If the School discovers that an applicant has made a false statement in attempting to gain employment at the School, this will be reported to LA, DCFS and GTC for them to consider misconduct action against the applicant.

Verification of Medical Fitness

- The School verifies the medical fitness of staff to work with children in accordance with the Department for Children, Families and Schools and the School's guidelines.

Note on Assessing DBS Disclosures

- If a DBS Disclosure shows that a person is disqualified from working with children by virtue of Section 35 of the Criminal Justice and Court Services Act

2000, the school should immediately take steps to remove the person from the premises, if he or she is already at the school, and should contact the DBS department to ensure that the Bureau has reported the matter to the police to investigate whether the person has committed an offence by applying for, or undertaking work with children while disqualified.

- Similarly if a Disclosure reveals that a person is barred by DCFS and is on List 99, the school should immediately contact the DCFS Teacher Misconduct Team or LA to confirm the position and obtain further advice. In the meantime the person should be suspended from contact with pupils.

Useful Contacts

- Multi-agency Safeguarding Hub (MASH): 0845 671 0271
- Emergency out of hours: 0845 600 4555
- Portsmouth Social Care: 023 9283 9111
- Police (non-emergency): 0845 045 4545
- Local Authority Designated Officer (LADO): 023 9243 7648
- Ofsted: (0300) 123 1231

To underpin the values and ethos of our school and our intent to ensure our children/young people are appropriately safeguarded the following policies are also included under our Safeguarding umbrella: All staff work within the systems set out in these policies and procedures.

- Policy to promote Positive Behaviour
- Anti-Bullying
- Attendance
- Health and Safety including security
- Equality
- SRE and Drugs policies
- E safety/Internet
- Whistleblowing

This policy is reviewed annually by the Governing Body

Signed HT COG.....

Last Reviewed September 2018

Appendices

1. Types of abuse and neglect
2. Action when a child has suffered or is likely to suffer harm
3. What to do if you have an E-safety concern
4. Body maps
5. Recording of Safeguarding concerns on Behaviour Watch
6. Windscreen of Need
7. Interagency referral Form

Appendix 1

Types of abuse and neglect

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

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may

involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#) and [NSPCC website](#). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\)](#)
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [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](#)
- [preventing radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

All staff should be aware that safeguarding issues can manifest themselves via peer on peer 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 and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse Paragraphs 48,49 – Keeping Children Safe in Education, September 2018

Further information on Child Sexual Exploitation

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

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Whilst all staff should report any concerns to the DSL or deputies there is also a legal duty on teachers and all school staff that discover that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A – KCSIE 2018

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which came into force in 2015. The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are 11 vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015.

[Further information on Child Missing in Education](#)

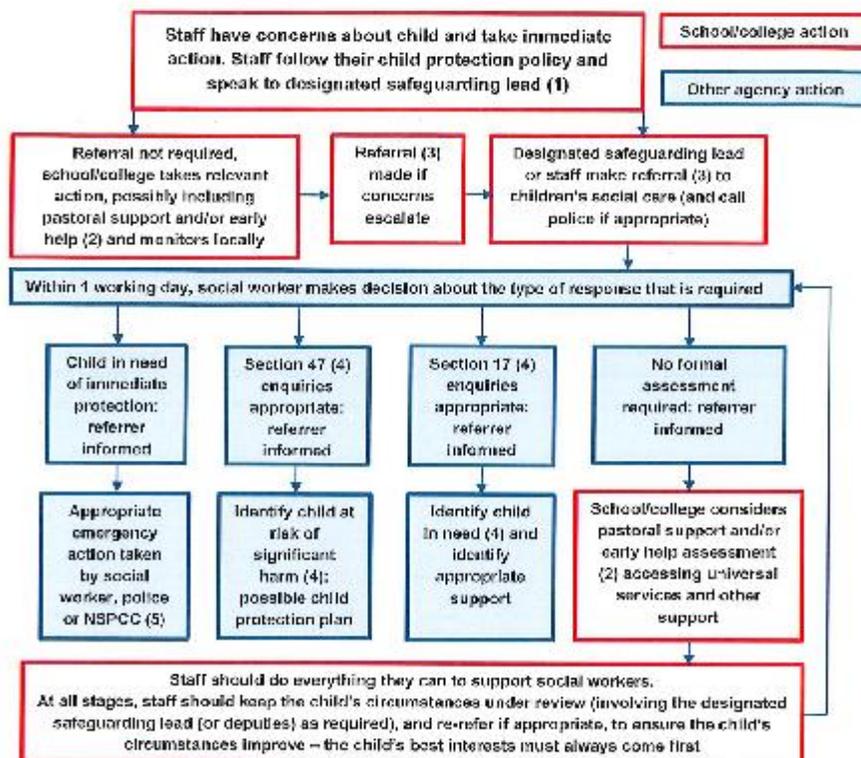
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

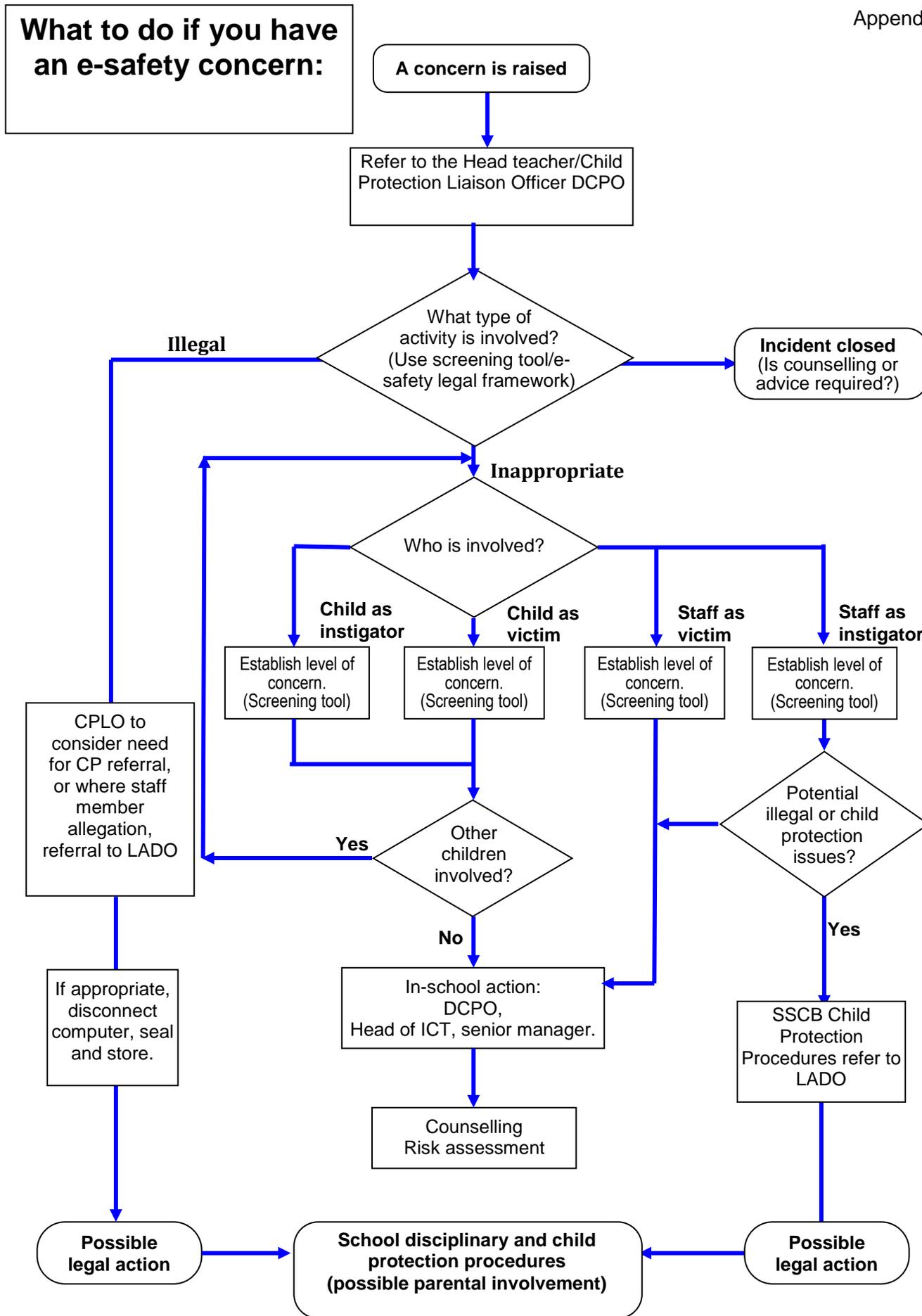
** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of [Working Together to Safeguard Children 2018](#) for more information.

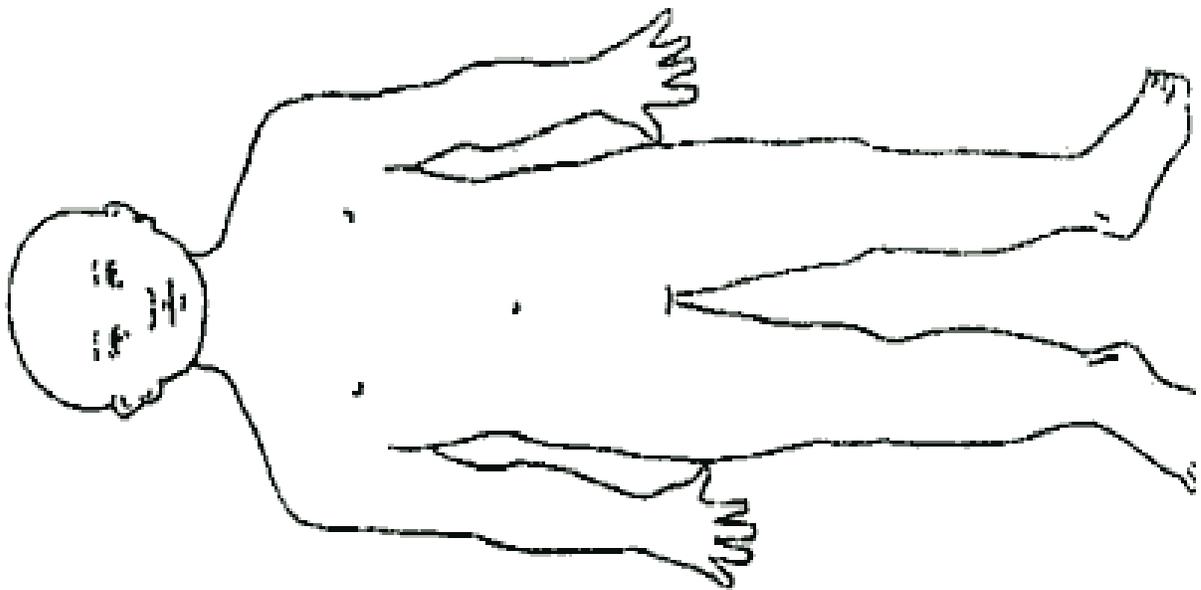
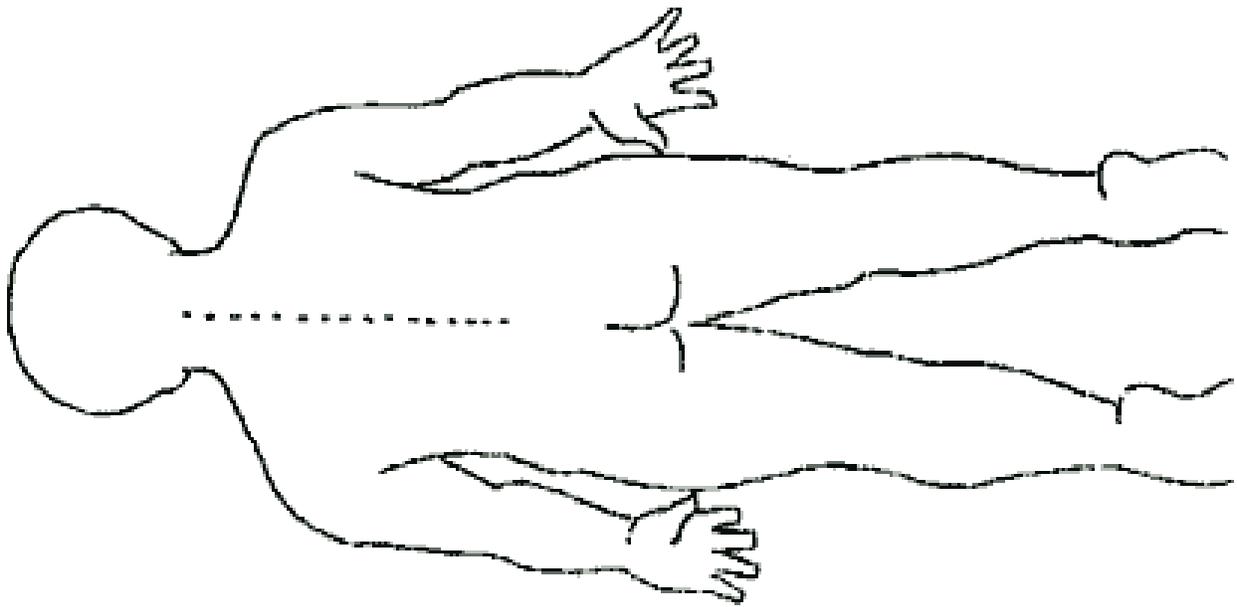
Actions where there are concerns about a child

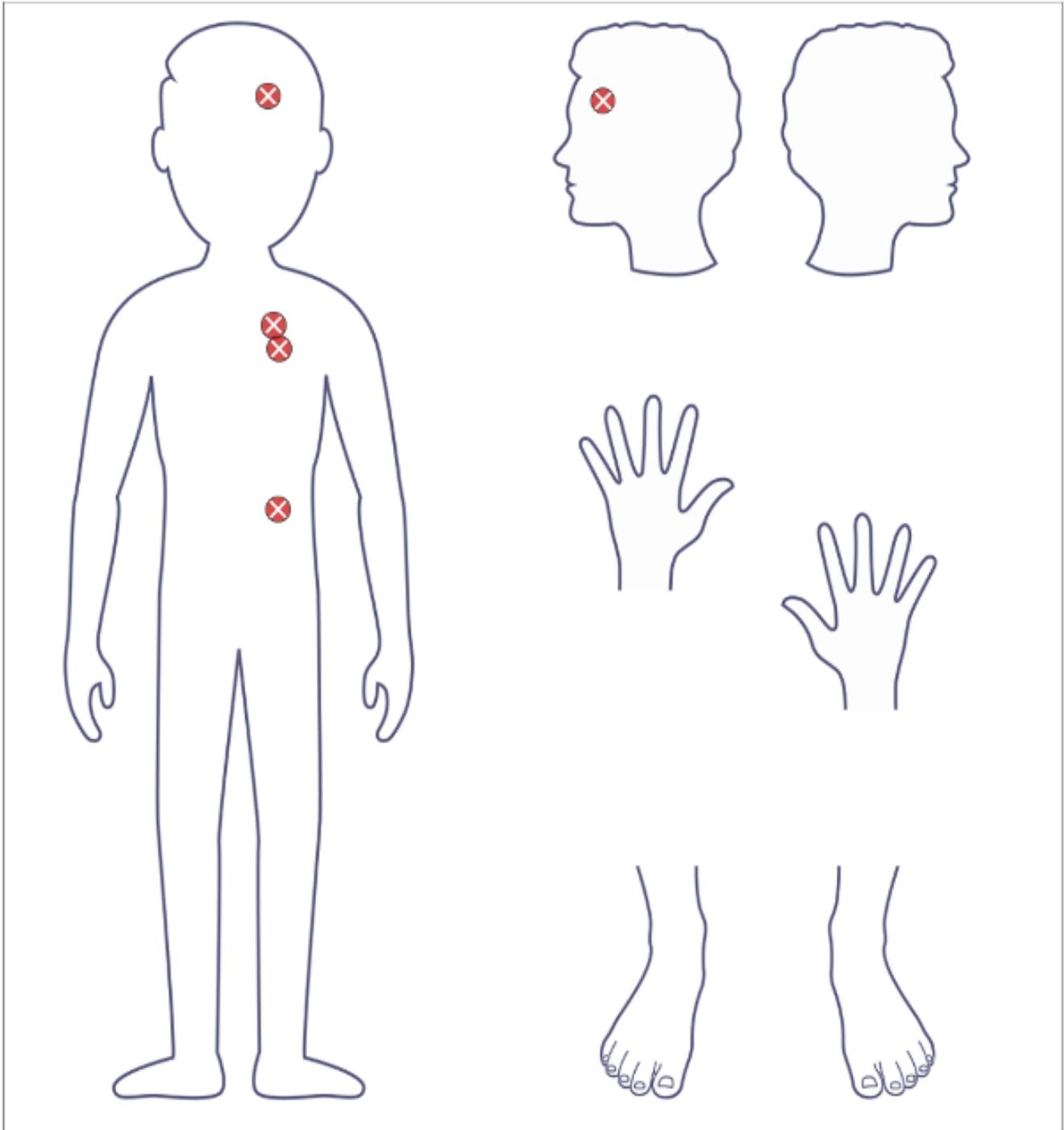


- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help Inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

What to do if you have an e-safety concern:









Protocol for use of Behaviour Watch recording system for Safeguarding Concerns

At Stamshaw Infant School the safety of all of our pupils is paramount. Staff will record any safeguarding/child protection concerns using the Behaviour Watch **Safeguarding** area.

Most concerns must initially be reported verbally to DSL or DDSL prior to recording. Staff have regular training to identify categories of concern. Reporting and recording must be done immediately or as soon as possible, following identification of a concern. DSL or DDSL will give advice regarding the next action. Actions taken by DSL or DDSL's will be in accordance with the schools Safeguarding Policy and guidance from, Working Together to Safeguard Children, Portsmouth Safeguarding Children Board and 4LSCB.

Once logged Safeguarding concerns can only be accessed and read by the following members of the Senior Leadership Team:

Mrs Jo Cooper – Headteacher Designated Safeguarding Lead

Mrs Jo Watson – Deputy Headteacher, Deputy Designated Safeguarding Lead

Mrs Anna Fancey – Head of Pastoral Care, Deputy Designated Safeguarding Lead

Confidentiality is essential throughout the process, concerns are only to be discussed prior and post recording with DSL/DDSL unless it is appropriate to share with another staff member or external agency. DSL/DDSL will advise regarding information sharing following the reporting of a concern.

On occasion further staff members may be sent a Real Time Notification (RTN) regarding a concern. This may occur if there are siblings, attendance concerns or concerns for vulnerable groups including SEND, EAL, Pupil Premium, etc. In these cases school staff including class teachers, Inclusion Leader, Pupil Premium Champion, Attendance Officer, ELSA and Teaching Assistants may be informed.

When logging concerns please ensure that any conversations are recorded verbatim following regular safeguarding procedures. Safeguarding reports may be requested by external agencies such as Health, Police and Children's Social Care.

Appendix 6





**Inter-Agency Contact Form to
Portsmouth Multi-Agency Safeguarding Hub (MASH)**



This form may be posted, transmitted by fax, or sent as an email attachment from a secure email address:

By email to: pccraduty@portsmouthcc.gcsx.gov.uk

By post to: Portsmouth MASH, Civic Offices, Floor 4 Core 5/6, PO1 2EA

By fax to: 023 9275 4709

Telephone: Office hours: 023 9268 8793 or 0845 671 0271

Telephone: Out of hours: 0300 555 1373

(17:00-08:30 Monday-Thursday, 16:30-08:30 Friday and 24 hrs weekends & bank holidays)

Details of person making Contact

Referrer's name:	Referrer's role:
Referrer's Organisation/Agency:	Referrer's address: Post code
Referrer's tel no:	Date:
Referrer's work email address (not a central point of contact email):	

Parental/Guardian Consent to Sharing Information

All Contacts to the Portsmouth MASH should be made with the knowledge and agreement of the family.

They need to know what information has been shared and recorded by the Portsmouth MASH. They must also be aware that the Portsmouth MASH may need to share information with, and to seek information from other agencies to help them decide if additional services are needed, e.g. schools, health visitors, doctors, police, housing etc.

The exceptions to this are:

- *when seeking consent to share information would put a child, young person or others at risk of significant harm, or*
- *if it would undermine the prevention, detection or prosecution of a serious crime, or*
- *the professional has either tried to seek consent or consent was refused, and they feel that the indicators clearly demonstrate the threshold for tier 3 or 4 are met **and** not to do so would potentially have a significant impact on the child's safety and well-being*

In these circumstances the Portsmouth MASH and/or Children's Social Care teams may seek and share necessary information about a child, young person or family without consent being given.

*If you want to know more about how MASH will use your information, please see Portsmouth City Council's '**data protection privacy notice**'.*

