

Safeguarding and Child Protection Policy



Governor Committee Responsible:	Full Governors	Staff Lead	Mr. G. Mills
Status	Statutory	Review Cycle	Annual
Last Review	July 2023 (Reviewed in line with latest national guidance 'Keeping Children Safe in Education – September 2023')	Next Review Date	July 2024

Designation	Name	Date	Signature
Chair of Governors	Mr. R Ellis	13.07.23	
Safeguarding Governor	Mrs. S. Hulbert	13.07.23	
Head Teacher	Mr. G. Mills	13.07.23	

If anyone thinks a child or young person is at immediate risk of significant harm or in an emergency always call 999. In the case of needing medical help fast dial 111.

FOREWORD

Safeguarding and promoting the welfare of children is the responsibility of EVERYONE at Swindon Village Primary. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, we should make sure our approach is child-centred. This means that we should consider, at all times, what is in the best interests of the child.

Everyone at Swindon Village Primary School fully recognises its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess and support those children who may be suffering harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: 'Working together to safeguard children' (latest version) and 'Keeping Children Safe in Education' (latest version).

All staff who have direct contact with children are required to read and acknowledge that they have read and understood at least Part 1. School Leaders and those staff who work directly with children should also read Annex B and Part 5. Governors and other staff who do not have direct contact with children are required to read Annex A. Mechanisms are in place to assist staff to understand and discharge the role.

This link allows KCSiE to be read by all staff employed at SVPS

<https://national.lgfl.net/digisafe/kcsie/kcsietranslate>

This policy also takes on board procedures and guidance set out within the 'Working Together' publication which reflects the national and local move to the use and development of Safeguarding Partners.

SECTION 1 AIMS AND EXPECTATIONS

1.1 AIMS

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

1.2 EXPECTATIONS

Staff, volunteers & Governors work together in partnership with pupils and parents to:

- Maintain and continue to create an environment in which all children and young people feel safe, secure, valued and respected and where they can learn and fully develop.
- Establish and maintain an environment where children are encouraged to talk, and are listened to when they have a worry or concern.
- Ensure children know they can approach a trusted adult at SVPS if they are worried.
- Ensure our children are equipped with the skills they need to keep themselves safe.
- Ensure all SVPS staff members maintain a **culture of vigilance** and have an attitude of **'it could happen here'** where safeguarding is concerned and that when issues arise about the welfare of a child, staff members always act in the interests of the child.
- Establish and maintain an environment where school staff and volunteers are encouraged to share and are listened to when they have concerns about the safety and well-being of a child.
- Ensure that all staff know the procedures for reporting a concern or making a child protection referral and that staff are well equipped to spot signs of abuse or a child in need of early help for a variety of reasons.
- Ensure that all staff are prepared to identify children who may benefit from early help.
- Ensure that any children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse or from other areas of risk as part of a broad and balanced curriculum.
- Contribute to the Spiritual, Moral, Social and Cultural (SMSC) development of children as well as other key aspects of a young person's well-being and mental

health (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being).

- Ensure that we have suitable staff by adhering stringently to safer recruitment processes and ensuring any unsuitable behaviour is reported and managed quickly using the Allegations Management procedures.

SECTION 2 Legislation and Statutory Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be

more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

This policy should be read in conjunction with:

- Keeping Children Safe in Education (latest version)
- The school behaviour policy;
- The staff behaviour policies known at SVPS as the Staff Code of Conduct & Whistleblowing Policies;
- The safeguarding response to children who go missing from education [CME];
- Specific guidance about the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

The child protection policy induction pack includes all relevant documentation and guidance and is updated on an annual basis to reflect both regional and national changes. Electronic copies can be found on the school website’s ‘Keeping Children Safe’ section

SECTION 3 DEFINITIONS

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

SECTION 4 EQUALITY STATEMENT

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

SECTION 5 ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All Staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they’ll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children
- What to look for to identify children who need help or protection
- Children who are absent from education, particularly on repeat occasions and/or prolonged periods.

- The updated DFE guidance 'Behaviour in Schools' – Sept 2022 – advice for headteachers and school staff
- The systems in place for raising awareness of the existing expectations around filtering and monitoring (for more information see p141 par 14 KCSiE '23)

5.2 Designated Safeguarding Lead (DSL)

At SVPS, the Designated Safeguarding Lead (DSL) is a senior member of staff from the school leadership team, designated to take lead responsibility for:

- Safeguarding and child protection (Headteacher leads on allegations against staff)
- Keeping secure Child Protection, Child in Need and other plans, write records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Inducting staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understanding (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Gloucestershire Safeguarding Children's Executive (GSCE)
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings
- Undertaking a safeguarding evaluation/audit, report to the Leadership Team and Governing Body.

The DSL or DDSLs will always be available for school stakeholders (both in person, telephone or through email) in the school to discuss any safeguarding concerns. To strengthen this, there are three deputies to provide safeguarding cover at all times e.g. the DSL may be on planned time away from the school for training etc. In the absence of the DSL, all staff will be aware of which deputy DSL is available.

Current DSL and DDSL responsibilities at SVPS:

DSL (Designated Safeguarding Lead), CSE (Child Sexual Exploitation), PREVENT duty and Online Safety & understanding Filtering & Monitoring is:

Mr Geraint Mills (Headteacher) head@swindonvillage.gloucs.sch.uk Tel: 01242 690016

The overall responsibility for safeguarding and child protection rests with the DSL and this responsibility cannot be delegated.

Deputy DSLs are:

- Mr. Tony Philcox (Deputy Headteacher) deputy@swindonvillage.gloucs.sch.uk
- Mrs. Sarah O'Leary (Assistant Headteacher / SENCo)
senco@swindonvillage.gloucs.sch.uk
 - Also designated teacher for CIC (Children in Care)
- Mrs. Louise Brown (Pastoral Lead and Lead Teaching Assistant)
lbrown@swindonvillage.gloucs.sch.uk
 - Also Mental Health lead

5.3 Governors

SVPS has a Nominated Safeguarding Governor who takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead and Chair of Governors on safeguarding issues.

The responsibilities of the Governing body in relation to safeguarding are outlined in KCSIE (latest version) and Ofsted Inspecting safeguarding in early years, education and skills settings.

At SVPS, the Governing Body plays a crucial role in that it must ensure that governors comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training at our school are effective and comply with the law at all times.

The nominated governor for safeguarding & child protection including CSE, Prevent Duty and Children in Care at SVPS is: Mrs. Sara Hulbert shulbert@swindonvillage.gloucs.sch.uk

The responsibilities placed on the governing body include:

- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that an effective Safeguarding and Child Protection Policy is in place, together with a Staff Code of Conduct.
- Ensuring that all staff, who do and don't work directly with children, read at least Part One and Annex B

- Ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of KCSiE
- Making sure that children are taught about how to keep themselves safe.
- Contributing to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that 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.
- Ensuring that 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 been had they not resigned.
- Ensuring that a senior leader has Designated Safeguarding Lead (DSL) responsibility.
- Ensuring that all other staff have safeguarding training updated as appropriate (minimum of annual).
- Ensuring that any weaknesses in provision for child protection are remedied immediately.
- Ensuring that a member of the Governing Body, 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.
- Ensuring that Safeguarding and Child Protection policies and procedures are reviewed annually and that the Safeguarding and Child Protection Policy is available on the school website or by other means.
- Ensuring that The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through Relationships and Sex Education (RSE)
- Ensuring that an enhanced DBS check is in place for all Governors and that all members of the governing body have had a section.128 check completed.
- Ensuring that the DSLs who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training to be renewed every 5 years.
- Ensuring that all members of staff, including supply teachers, and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know with whom to discuss a concern.
- Ensuring that all members of staff are trained in e-safety and how to report concerns and receive regular updates through CPD or school based training.

- Ensuring that all other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- Ensuring that all members of staff, including supply teachers, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Safeguarding Induction pack.
- Ensuring that all parents/carers/guardians are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, on the school website.
- Ensuring that the school's lettings policy will seek to ensure the suitability of adults working with children on school sites at any time and that community users organising activities for children are aware of the school's child protection guidelines and procedures.
- Ensuring that the Governing Body will ensure that child protection type concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer Nigel Hatten, who is supported by Tracy Brooks and Jenny Kadodia, the Allegations Management Co-Ordinators. Nigel can be contacted on 01452 426994 or nigel.hatten@gloucestershire.gov.uk and Tracy can be contacted on 01452 426320 or tracy.brooks@gloucestershire.gov.uk.
- Ensuring that the school's procedures are regularly reviewed and up-dated.
- Ensuring that the name of the designated members of staff for Child Protection, the DSL Officer, will be clearly advertised in the school.
- Governors ensure that relevant staff have an awareness and understanding of filtering & monitoring and manage them effectively. Governors ensure that relevant staff know how to escalate concerns around filtering and monitoring if they are identified.
- Gov Training: All new Governors to SVPS since September 2022 have undergone 'Strategic Safeguarding Training'. Full Governor 'Strategic Safeguarding Training' is planned for September and is provided by GCC.

5.4 Pupils

At SVPS, it is crucial that all pupils are protected and helped to keep themselves safe. To this end:

- All pupils have the right to be protected from abuse and neglect.
- All pupils should be confident that they are listened to at all times in relation to safeguarding concerns both relating to themselves or to other children and that these concerns will be acted upon.

- All pupils in the school are aware of staff who they can talk to. The names of the DSL/SEN Co/pastoral care workers etc. are available throughout the school in the form of posters.
- Pupils who are being abused, neglected or at risk of harm will be confident to tell people they trust and with whom they feel safe.
- All pupils should be confident that they are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination.
- All pupils are taught, at an age-appropriate level, key aspects of safeguarding through Personal Development Lessons (SCARF) as a preventative measure. As a result of this training, children will be confident to keep themselves safe.
- All children play their part in ensuring that behaviour is positive and consistent at all times.

5.5 Parents, Carers and Guardians

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted.

- Everyone at SVPS is committed to working with parents/carers/guardians positively, openly and honestly
- We ensure that all parents/carers/guardians are treated with respect, dignity and courtesy.
- We respect parents/carers/guardians' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.
- We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.
- We encourage parents/carers/guardians to disclose any concerns they may have.
- We make parents/carers/guardians aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.
- There is a commitment to work in partnership with parents/carers/guardians and in most situations it may be appropriate to discuss initial concerns with them. It should be recognised that there are circumstances however, where it would be inappropriate to discuss concerns with parents/carers/guardians and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent/carer/guardian may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

5.6 Others (including supply teachers)

- Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation.
- All other professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so
- Agency, third-party staff and contractors, will understand that the guidance in KCSiE will be followed at all times

SECTION 6: RECOGNISING ABUSE AND TAKING ACTION

6.1 Types of Abuse

Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection. Please refer to KCSiE where more detailed explanations are given of the categories outlined below.

The school has a responsibility to work with other agencies on all safeguarding issues (both current and possible in the future) which may include:

- Physical, Emotional and Sexual Abuse
- Neglect Safeguarding Issues

6.2 Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and consensual and nonconsensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Female Genital Mutilation (FGM)
- Mental Health
- Peer on peer abuse (child on child)
- Serious violence

6.3 Extra-familial harm

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered on one definition of one label alone. In most cases, multiple issues will overlap with one another.

Staff should always be vigilant and always raise concerns with their DSL or deputy.

SECTION 7: OUR OFFER OF EARLY HELP

Here at Swindon Village School, we understand just how complicated family life can be. From time to time there may be situations where you need extra help and support. If things aren't right at home, please come and talk to us. We have what we call an offer of early help. There are many ways in which we can support. Listed below is our school offer;

- Taking the time to listen to children's concerns. Mrs Brown is available to chat to pupils when they feel they have a problem they would like to share. Mrs Brown will feedback to parents if appropriate (sometimes it will be very minor, or about something that has been dealt with in school) after a session just to make sure they are kept fully in the loop.
- Taking the time to listen to families. Sometimes, you might need to share information or have a difficult situation you need to make us aware of. We will listen. You can arrange to speak to Mrs Brown, Mrs O'Leary or your child's class teacher.
- All our staff have appropriate Safeguarding training, in addition the Senior Leadership Team have had specific training for specific issues. Please see our Safeguarding Policy for more details.
- We have an effective Personal Development (SCARF) curriculum which supports children and develops key skills not only for school but for life. This takes place in each class.
- There are community social workers who we can contact to try to find the right kind of support for you.
- There are a number of support agencies out there who we can access support from or signpost you to if you are experiencing difficulties at home.

There are also agencies which you can contact independently should you wish to do so, who might be able to help and provide the support for your family.

Below you will find contact details for agencies within Gloucestershire.

Family Information Service

The Family Information Service offers a wide range of information to support families, children and young people from 0 - 19 years of age (25 for young people with additional needs). This includes information on finding and choosing childcare, such as local day nurseries, playgroups, child-minders, children's centres, out of school clubs and holiday play schemes.

They can also provide information on family support, tax credits, benefits, funding and much, much more.

- Go to their website at www.gloucestershire.gov.uk/fis or
- Email familyinfo@gloucestershire.gov.uk or
- Telephone 0800 542 02 02 / 01452 427362

School Nurse Team

The School team can help you with a variety of issues and from time to time they run drop in sessions.

CCP (Cheltenham County Projects)

- CCP is based in Cheltenham and aims to support individuals and families in a variety of ways. The details below have been taken from their website. Their contact details are;
- 01242 228 999 or visit Cheltenham 1st Stop, 301-305 High Street, Cheltenham, GL50 3HW
- Their Purpose:
- CCP exists to improve the lives of children, young people, families and vulnerable adults who have multiple and complex needs. Their priority is to those who have been excluded or have excluded themselves from mainstream services.
- They work in partnership with the person and other agencies to create a sustainable and portable package of care and support networks, which enable them to realise their aspirations and reach their full potential in life.

Their Mission:

- Promote and support healthy living
- Help maintain a safe and stable home environment
- Encourage and support learning and achievement
- Promote respect and positive social behaviour
- Encourage personal economic sustainability
- Provide both crisis and preventative services For Cheltenham Advice & Inclusion Service, call 01242 694530

Domestic Abuse

- If you, or someone you know, is affected by domestic abuse there are a number of things you can do. You can:
- Call the police (999 in an emergency or 101 for a non-emergency situation).

Contact GDASS on 0845 602 9035 for practical local support.

- GDASS can help you and your children stay safe in your own home.
- GDASS can help you access specialist legal advice.
- GDASS can help you with other agencies (e.g. Benefits and Housing). If you cannot stay at home, GDASS can help you find a Place of Safety.
- GDASS can help you and your children move on.

Contact a help line:

- National Domestic Violence Helpline (0808 2000 247).
- National Centre for Domestic Abuse (0844 8044 999).
- Men's Advice Line (0808 801 0327).
- CARP: 0845 602 9035 (providing advice for victims of domestic violence)

E – Safety

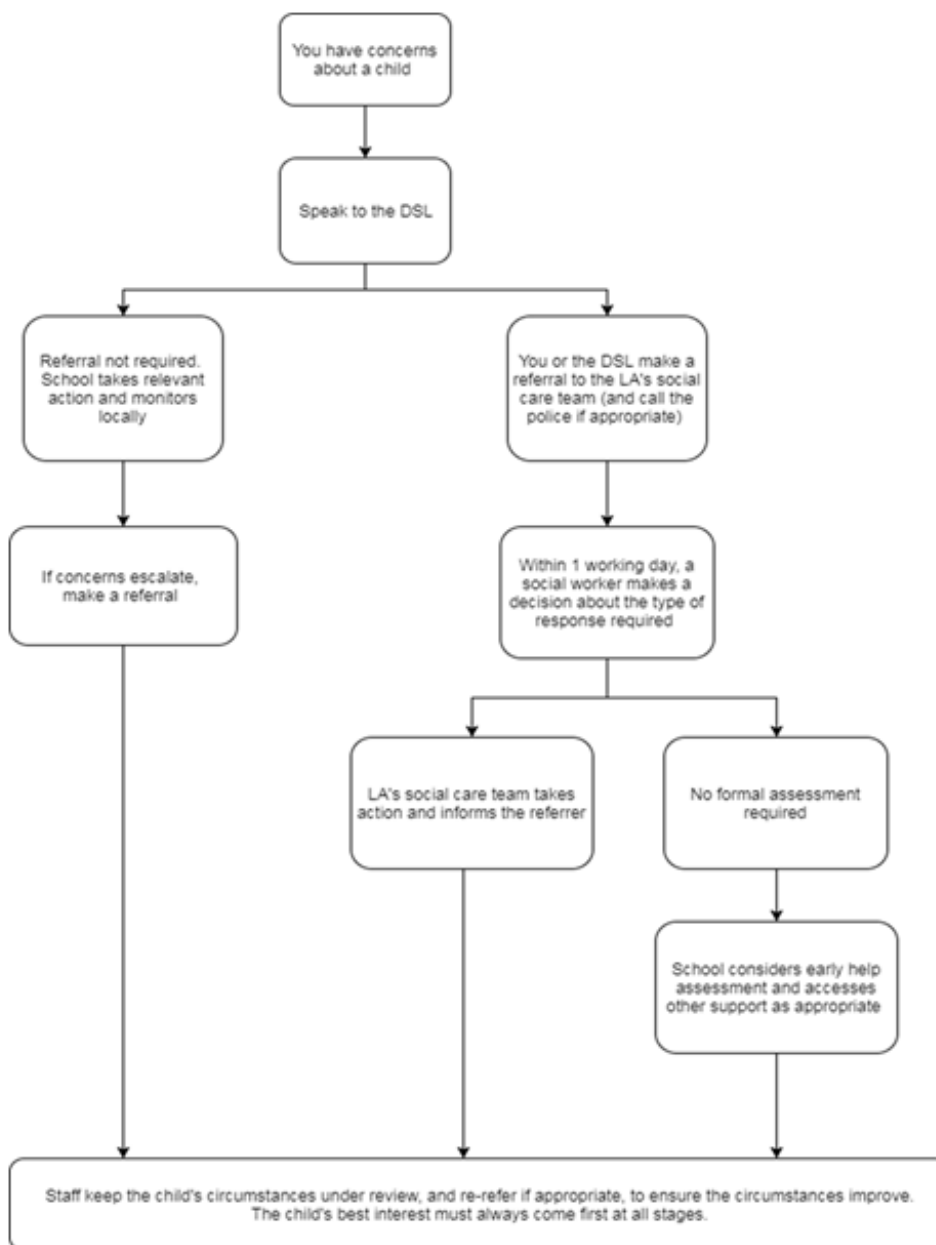
- Technology is constantly changing. How can we keep our children safe whilst still enjoying the benefits of the internet? Please take a look at our e-safety information on our website. The links below also give parents helpful advice on this subject.
- <http://www.childnet.com/resources>
- <http://www.thinkuknow.co.uk>
- Further Information Further sources of support can be found by looking of our Safeguarding Policy.

SECTION 8: WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



Staff working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. The flow chart below sets out the process for staff when they have concerns about a child.

What do I do if?

A child is suffering or likely to suffer harm, or in immediate danger

Actions need to be prompt

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral. Tell the DSL as soon as possible if you make a referral directly.

If I have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Actions need to be prompt

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to the DDSL or a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

What if a child makes a disclosure to you?

If a child discloses a safeguarding issue to you, you should:

- Reassure victim(s) that they are being taken seriously and that they will be supported and kept safe (a victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report)
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

- Record the conversation on Class Charts or alternatively sit with an adult to record it if you are slightly unsure on using the APP.

8.1 If you have concerns about Child on Child abuse

It is important that staff recognise that:

- children are capable of abusing their peers, including online
- it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- it is more likely that girls will be victims and boys’ perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously.
- even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported.
- there is a zero-tolerance approach to abuse

What is peer-on-peer abuse most likely to include?

Staff recognise that **Child on Child abuse** is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

What systems are in place for children to confidently report abuse, knowing their concerns will be treated seriously?

- fostering an open and honest environment for pupils without prejudice.
- ensuring that the pupils in our care have a voice. Our school council encourages all children to follow our '3Bs' values. By doing this, we feel that a positive ethos in school will be created and a culture where all children understand the boundaries of behaviour before it becomes abusive.
- ensuring that we have an open environment where young people feel safe to share information about anything that is upsetting or worrying them.
- ensuring that children can report abuse with the confidence that their concerns will be treated seriously.
- signposting to young people in the event that they don't feel confident raising an issue to staff or a peer for example Childline posters are displayed around school and the school makes use of the NSPCC for pupil workshops.
- ensuring that the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people, including use of inappropriate language and behaviour towards one another.
- focusing upon whole staff training and CPD around abusive behaviours
- ensuring that we have a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and which gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- ensuring that the systems in place are well promoted, easily understood and easily accessible for children.

8.2 Sharing of nudes and semi nudes images and/or videos

Your responsibilities when responding to an incident If staff are made aware of an incident involving the sharing of nudes and semi nudes images and/or videos, you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

How will allegations of Child on Child abuse be investigated and recorded?

It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

- Reassure the child that they are being taken seriously
- Be supportive and respectful of the child
- If the report includes the sharing of nudes or semi-nudes, staff should not view or forward illegal images of the child (see section on previous page)
- Do not promise confidentiality
- Listen carefully, reflecting back, using the child's language, being non-judgemental, being clear about boundaries, not asking leading questions and only prompting with open questions – where, when, what etc...
- It is essential that a written record is made
- Only record the facts as the child presents them (it should not reflect the personal opinion of the note taker)
- Inform the DSL (or deputy), as soon as practically possible

How will victims, perpetrators and any other children affected by Child on Child abuse be supported?

- The relevant staff will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- The relevant staff will consider the age and the developmental stage of the alleged perpetrator(s) and nature and frequency of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

- The relevant staff will need to consider the proportionality of the response
- If the incident is significant, external agencies will be used to offer specific support for the victim e.g. NHS; NSPCC; Childline
- The school should maintain arrangements to protect and support the victim for a long time. The school should be prepared for this and should work with children's social care and other agencies as required.
- It is important that the school do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.
- The school will need to safeguard the victim (and all other children, adult students and staff and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.
- The school will work with professionals as required to understand why a child may have abused a peer. It is important to remember that, as a child, any alleged perpetrator(s) is entitled to, deserving of, and should be provided with, a high level of support to help them understand and 21 overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.
- It is important that the perpetrator(s) is also given the correct support to try to stop them reoffending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. The school should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school or college to work with relevant agencies to ensure a consistent approach is taken to information sharing.
- The school will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.
- It is also good practice for the school or college to meet with alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with

the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator should be discussed.

- The school will support other pupils who may have been affected by the incident.

8.4 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

8.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to the DDSL or a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority

children's social care directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations. Referrals can be made by clicking [here](#).

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

8.6 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Staff are encouraged to make reference to the Department for Education guidance on mental health and behaviour in schools for more information.

8.7 Informing Parents/Carers/Guardians

Where appropriate, we will discuss any concerns about a child with the child's parents/carers/guardians. It is the responsibility of the class teacher to do this in the first instance* as it is hoped that they will have a relationship with the parent to enable this conversation to happen.

*If we believe that notifying the parents/carers/guardians would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents/carers/guardians of all the children involved.

What will happen next?

Options will then include:

- managing any support for the child internally via the school's own pastoral support processes;
- undertaking an early help assessment; or
- making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

8.8 Multi-agency working

- Everyone at SVPS is committed to developing effective partnership working with relevant agencies in the best interest of children and young people. Effective multi-agency working and communication helps to safeguard young people. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- The GSCP (Gloucestershire Safeguarding Children's Executive) website sets out all of the child protection referral processes - <https://www.gloucestershire.gov.uk/gscp/safeguarding-childprotection-arrangements/multi-agency-safeguarding-hub-mash-community-social-work-team/>

8.9 Gloucestershire Encompass Commitment

As part of SVPS commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.

Operation Encompass aims to support children and young people who are affected by domestic abuse. Witnessing or experiencing domestic abuse is really distressing for a child or young person, who often see the abuse, hear it from another room, see a parent's injuries or distress afterwards, or can be physically hurt by trying to stop the abuse.

As a result, following any domestic abuse incident being reported to the police, the Police will make contact with one of the Education Researchers within the Gloucestershire MASH, who will then on behalf of the police communicate relevant, necessary and proportionate information to nominated school staff. This will ensure that the school is made aware at the earliest possible opportunity and can subsequently provide support to children in a way that means they feel safe and listened to.

Each school has members of staff who have been fully trained in liaising with police and Children's Social Care when required, and will ensure that the necessary support is made available to the child or young person following the notification of a domestic abuse incident. In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

SECTION 9: RECORD KEEPING, SHARING INFORMATION & CONFIDENTIALITY

9.1 RECORD KEEPING – CLASS CHARTS

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing on the school's electronic system, Class Charts. Information is kept confidential and stored securely.

Records should include:

- a clear and comprehensive summary of the concern – staff reporting;
- details of how the concern was followed up and resolved – dsl/ddsl;
- a note of any action taken, decisions reached and the outcome dsl/ddsl.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

9.2 INFORMATION SHARING & CONFIDENTIALITY

At SVPS, all staff recognise that information sharing is vital in identifying and tackling all forms of abuse and neglect. The school and staff will be proactive in both reading historic information that has been shared and sharing current information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of

children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

As part of this duty, the school is fully aware that the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, the school and staff also recognise that The Data Protection Act 2018 and GDPR do not prevent, or limit, 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.

Relevant staff have received training to ensure that they have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR.

Staff who need to share 'special category personal data' are aware that the Data Protection Act contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about information sharing.

SECTION.10: ALLEGATION MANAGEMENT – STAFF, SUPPLY TEACHERS, VOLUNTEERS AND CONTRACTORS (To be read in conjunction with the Staff Code of Conduct)

All school staff should take care not to place themselves in a vulnerable position with a child. All Staff should be aware of the school's Staff Code of Conduct and Behaviour Policy. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and is made clear in the staff code of conduct.

10.1 Allegation Management Thresholds

The guidance should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) at Swindon Village that provides education has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We understand that a pupil may make an allegation against a member of staff. The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to the school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

In accordance to national guidance, the following definitions are used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

10.2 What to do if an allegation is made?

Organisations using our Premises

Swindon Village may receive an allegation relating to an incident that happened when an individual or organisation has been using our school premises. The purposes of running activities for children could be for example; community groups, sports associations, or service providers that run extra-curricular activities. As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.

Staff/Person Allegations

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, who will then refer to the appropriate Local Authority Designated Officer (LADO): Gloucestershire Local Authority Designated Officer (LADO): Nigel Hatton

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors and will then report this to the LADO without notifying the Headteacher first.

KCSiE and Gloucestershire GSCP procedures for managing allegations against teachers and other staff will be followed for both the investigation and support for the member of staff.

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 relevant HR 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 as above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

It should be noted that a referral to the Disclosure and Barring Service (DBS) must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

Keeping Records

All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

This is a legal duty and failure to refer when the criteria are met is a criminal offence.

10.3 Concerns that do not meet the harm threshold (Refer to Staff Code of Conduct)

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

SECTION 11: SUPPORT

11.1 SUPPORTING THE CHILD

The child's wishes - Where there is a safeguarding concern, those involved should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

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 therefore 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 and offering Early Help.
- 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.

11.1.2 Pupils with special educational needs (SEN) and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

11.1.3 Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or a member of the safeguarding team will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are put in place to support pupils in school.

We also 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 DSLs and to seek further support as appropriate.

11.1.4 Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children’s social workers and relevant virtual school heads

We have appointed a designated teacher, Mrs O’Leary (Assistant Head teacher), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

SECTION 12: TRAINING

12.1 All staff

All staff members will undertake safeguarding and child protection training, FGM, Online safety at induction and whistle-blowing procedures, to ensure they understand the school’s safeguarding systems and their responsibilities. This training will be regularly updated and will be in line with advice from the three safeguarding partners.

All staff will have training on the government’s anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, ebulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training and safeguarding checks, this includes references for suitability to be around children.

12.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

12.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

12.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

In addition, as part of the shortlisting process we carry out an online search as part of our due diligence on the shortlisted candidates. Candidates are notified of this on adverts.

12.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

SECTION 13: 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 LADO following the Whistleblowing Policy.

Whistle-blowing about the Headteacher should be made to the Chair of the Governing Body, whose contact details are readily available to staff in the school office.

If staff members have concerns about another staff member, then this should be referred to the Headteacher.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Leadership Team. Appropriate whistleblowing procedures are suitably reflected in the safeguarding induction pack and staff code of conduct policy to enable this to happen.

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

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. 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

SECTION 14: SAFEGUARDING AND OUR TAUGHT AND WIDER CURRICULUM

14.1 Safeguarding & Emotional Health and Wellbeing within the curriculum

Through PSHE and other curriculum contexts such as Relationships and Sex Education (RSE), children at Swindon Village are encouraged to talk about their feelings to deal assertively with pressures that they may face. Every opportunity is taken to teach children about safeguarding such as child sexual exploitation, healthy relationships, hate, Domestic Abuse and bullying, and forced marriage.

Children are listened to and provided with age-appropriate advice and guidance. They also know who they can turn to if they need help.

Key staff have undertaken Mental Health First Aid training and the school is aware of and makes full use of the outcomes from the on-line pupil survey.

14.2 Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

14.2.1 Filters and Monitoring

At SVPS, we ensure that appropriate filters and appropriate monitoring systems are in place through the use of the SWGFL. The governing body recognises that whilst it is essential that appropriate filters and monitoring systems are in place, they are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The school community also recognises that the use of technology has become a significant component of many safeguarding issues. Child Sexual Exploitation; Radicalisation/Terrorism; Sexual Predation; technology often provides the platform that facilitates harm. We believe that an effective approach to online safety empowers our school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and deal appropriately with any incident where appropriate. Whilst filtering and monitoring are an important part of the online safety picture for our school, it is only one part of a whole school approach to online safety. Further information can be found in the ‘Acceptable Use of IT’ policy and e safety policy.

14.2.1 Information and support

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

[NSPCC Sexting Advice](#)

www.thinkuknow.co.uk

www.saferinternet.org.uk

www.pshe-association.org.uk

[social-media-for-online-radicalisation](#)

[NSPCC Child Sexual Exploitation Advice](#)

www.disrespectnobody.co.uk

www.internetmatters.org

[www.gov.uk/government/publications/the-use-of-](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

14.3 Relationships Education

Relevant safeguarding issues will be taught through the school's Relationships Education programme.

The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education.](#)

14.4 Off Site Visits

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the allegations management procedures as outlined within this policy. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead, who will pass the concern to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

The child protection/safeguarding policy and procedures of an off-site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

14.5 Transport

A risk assessment is in place for all transport movements. If transport is required for a school trip permission is obtained from parents. Staff/volunteers using their own cars to transport children have insurance that covers Business use and relevant checks are carried out to ensure that vehicles have current MOTs and drivers have current driving licences. Consideration is also given to the use of [booster/car seats to meet UK legislation.](#)

SECTION 15: RELATED POLICIES

Safeguarding and child protection is at the core of all that we do at Swindon Village and therefore relates to all policies. There are particularly important links between this Child Protection Policy and the following policies:

Health & Safety	Attendance - including children who are absent from education	Anti-bullying and Hate (including cyber bullying)	Equality Duty
The Use of Physical Intervention	Meeting the needs of pupils with medical conditions	First Aid	Arrivals and Collections of Pupils
Drug and substance misuse	Educational Visits	Intimate Care	E-Safety
Staff Code of Conduct + Whistle-Blowing	Safer Recruitment	Dealing with Racist Incidents	PHSE/RSE

SECTION 16: MONITORING AND EVALUATION

Our Safeguarding & Child Protection Policy and Procedures will be monitored and evaluated by the Headteacher/DSL and Safeguarding Governor on a termly basis to ensure that it is understood and being operated effectively in practice.

To support this monitoring, the following sources of information will be used:

- Designated Safeguarding Governor visits to the school
- Scrutiny of Single Central Record (SCR)
- Leadership Team 'drop ins' and discussions with children and staff
- Completion of the GSCB annual Section 175 audit
- Pupil surveys and questionnaires, including the Gloucestershire on-line pupil survey (OPS)
- Scrutiny of Attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of GB minutes
- Scrutiny by the school leadership team and Governing Body of bullying/racist/behaviour incidents/referrals on a termly basis
- Review of parental concerns, complaints and parent questionnaires
- Review of training undertaken by all staff and volunteers
- Information and updates from GSCE training events / DSL forum