



St. Peter's Catholic Primary School

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

St. Peter's Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow the [Gloucestershire Safeguarding Children's Board](#) procedures for Safeguarding and Child Protection.

SAFEGUARDING POLICY

(complies with statutory regulations KCSIE Sept. 2019
and updated 06/4/20 in relation to COVID-19)

Updated and ratified 2nd October 2019

**Reviewed date: October 2020
Policy Consultation & Review**

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff [Code of Conduct](#). In addition, all staff are provided with Part One and Annexe A of the statutory guidance [‘Keeping Children Safe in Education’](#), DfE (2019).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on October 2nd 2019. It is due for review in October 2020.

Signature

Headteacher Date: 02/10/19

Signature

Chair of Governors Date: 02/10/19

The table below highlights the key personnel for Safeguarding incorporating Child Protection.

Role	Name	School Title
Designated Safeguarding Leads (DSLs)	Mrs. Carol Baron Mrs. Amanda Desando	Headteacher Pastoral Leader
Deputy DSL Acting Deputy DSL	Mrs. Vicky Young Mrs. K MacDonald	Deputy Headteacher Acting Deputy Headteacher
Deputy DSL	Mrs. C Osborne-Jones	Inclusion Manager
Named Safeguarding Governor	Mr. M English	Foundation Governor
Chair of Governors	Mr. Charlie Aspinall	Parent Governor

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1. PURPOSE & AIMS

1.1 The purpose of our School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, governors, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 We will notify The Children & Families Helpdesk, 01452 426565 or email chidrenshelpdesk@gloucestershire.gov.uk, if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan.

1.6 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 At St. Peter's Catholic Primary School everyone is a child of God, infinitely precious and worthy of reverence, respect and dignity and therefore every child's welfare is of paramount importance to us. We have established and

strive to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school are encouraged to name a 'Trusted Adult' to whom they can talk freely if they are worried or concerned.

They also know that the 'Quiet Room' is a place where they can take 'time-out'.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that, because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse (Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect) at an early stage and provide help for children to prevent concerns from escalating. All staff are fully aware of these Government categories of abuse and their descriptors which are laid out in Appendix 1.

2.3 Through this policy we are also raising awareness of Domestic Abuse and the referral process, Multi-Agency Risk Assessment Conference, Honour Based Violence, Forced Marriage, Female Genital Mutilation, Child Sexual Exploitation, Multi Agency Public Protection Arrangements, Private Fostering, Medicines and E-Safety. These categories and further information about each one is in Appendix 2.

2.4 All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.5 All staff and regular visitors will, through training and induction (section 4), know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information (Section 5). We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. The Children & Families Helpdesk (01452 426565) provides advice about concerns and referrals.

2.6 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

- Our Religious Education programme, Gospel Assemblies and Core Values help us to understand that everyone is a child of God, infinitely precious and worthy of reverence, respect and dignity and to this end we respect diversity in others which includes gender identity and sexuality.
- We raise awareness of Safeguarding issues and equip children with the skills needed to keep them safe through our PSHCE curriculum, NSPCC workshops and assemblies, Internet Safety Days and presentations by Gloucestershire Police on the mis-use of social media and all electronic technologies (eg mobile phones, world wide web, webcams etc).

2.7 At all times we will work in partnership, and endeavour to establish effective working relationships, with parents/carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) (2015) and [Gloucestershire Safeguarding Children's Board procedures](#) (Chapter 2.1).

3. ROLES AND RESPONSIBILITIES

Role	Name	School Title
Designated Safeguarding Lead (DSLs)	Mrs. Carol Baron Mrs. Amanda Desando	Headteacher Pastoral Leader
Deputy DSL Acting Deputy DSL	Mrs. Vicky Young Mrs. Kasia MacDonald Mrs. Caroline Osborne Jones	Deputy Headteacher Acting Deputy Headteacher Inclusion Manager
Named Safeguarding Governor	Mr. M English	Foundation Governor
Chair of Governors	Mr. Charlie Aspinall	Parent Governor

3.1 We will ensure that all staff, volunteers, visitors and governors know the names of the DSL and Deputy DSLs. Visitors and volunteers will be given a Visitors' Guide leaflet containing this safeguarding information.

3.2 It is the responsibility of **all** staff, volunteers and regular visitors to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

3.3 The Governing Body of St. Peter's Catholic Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor, Mr. M English, who champions safeguarding within the school.

3.4 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Gloucestershire Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with [Working Together to Safeguard Children](#) (2015);

- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there are Deputy DSLs who are appropriately trained members to deal with any issues in the absence of the DSL. There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff [code of conduct](#);
- All staff undertake appropriate child protection training every 3 years and the DSL and Deputy DSLs undertake appropriate child protection training every 2 years. All staff complete on-line safety training (eg Prevent, FGM etc);
- Procedures are in place for dealing with allegations against members of staff, supply or agency workers, contractors, Governors and volunteers in line with statutory guidance as laid out in the live web-based GSCB Handbook's [Allegation Management Procedures](#) (See Section 9 for more detailed information about Allegation Management);
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2019). (See Section 9 for more detailed information about Safer Recruitment);
- They remedy without delay any weakness in regard to our safeguarding incorporating child protection arrangements that are brought to their attention.

3.5 The governing body will receive a safeguarding report at each full governors' meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. The report will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.6 At St. Peter's Catholic Primary School, the Headteacher is responsible for:

- Assuming lead responsibility for safeguarding and child protection as the Designated Safeguarding Leader (DSL);
- Appointing at least 2 members of staff as Deputy Designated Safeguarding Leads (Deputy DSLs) and ensuring that they are trained to the same standard as the DSL.
- Delegating the activities of the DSL to the Deputy DSL with responsibility for Pastoral Care.
- Ensuring that there is always cover for the role of safeguarding and child protection;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in

accordance with agreed whistle-blowing procedures (see Staff Code of Conduct);

- Liaise with the Local Authority Designated Officers (LADOs) in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead (DSL)

3.7 The Designated Safeguarding Lead is the Headteacher who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out her role in accordance with the responsibilities outlined in Annex B of [‘Keeping Children Safe in Education’\(2019\)](#).

3.8 The DSL/Deputy DSL will provide advice and support to other staff on child welfare and child protection matters and/or support other staff to do so. Any concern for a child’s safety or welfare will be recorded in writing and given to the DSL/Deputy DSL.

3.9 During term time the DSL and/or the Deputy DSLs will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in *exceptional* circumstances the DSL and Deputy DSLs are not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media.

3.10 The DSL and/or the Deputy DSLs will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL/Deputy DSLs will liaise with Children’s Services and other agencies where necessary, and make referrals of suspected abuse to Children’s Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.11 The DSL and Deputy DSLs will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.12 The DSL and Deputy DSLs are responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school’s [Safeguarding Induction Pack](#) provided by GSCB.

4. TRAINING & INDUCTION

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school’s safeguarding policy along with the staff [code of conduct](#), Part one and Annex A of ‘*Keeping Children Safe in Education*’ and told who our DSL and Deputy DSLs are. All staff are expected to read these key documents and sign and date a form to say they have done so. They will also be provided with the recording form (Appendix 3), given information on how to complete it and who to pass it to (see Sections 5 & 6 for more detailed information).

4.2 Every new member of staff or Governor will receive safeguarding training during their induction period within 7 days of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record a concern/disclosure and the remit of the role of the DSL and Deputy DSLs. The training will also include information about [whistle-blowing](#) in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*'. In order to achieve this we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis in accordance with GSCB advice and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

4.4 All regular visitors, temporary staff and volunteers to our school will be given a Safeguarding Leaflet; they will be informed of whom our DSL and Deputy DSLs are and what the recording and reporting system is (See Sections 5 & 6 for more information).

4.5 The DSL and Deputy DSLs who make referrals or attend child protection conferences or core groups will attend one of the multiagency training courses organised by Gloucestershire Safeguarding Children's Board at least once every three years. The DSL and Deputy DSLs will attend Designated Safeguarding Lead training provided by the Local Authority every two years. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Gloucestershire Governor Services.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of '*Keeping Children Safe in Education*' (2019) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via GSCB at www.gscb.org.uk and within the live version of the [GSCB Handbook](#):

5. PROCEDURES FOR MANAGING CONCERNS

5.1 St. Peter's Catholic Primary School adheres to child protection procedures that have been agreed locally through the GSCB. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with GSCB Procedures '*Where Abuse Is Suspected/Disclosed*' – this is in Chapter 2 of the live version of the [GSCB Handbook](#), and we follow the [GSCB Child Protection Process flowchart](#):

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns **IMMEDIATELY** by completing the '*Reporting Form For Safeguarding Concerns*' (Appendix 3) and sharing it **without delay** with the DSL/Deputy DSL to allow them to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy. Remember, it is the role of staff to LISTEN; it is the role of the Social Care to INVESTIGATE.

5.5 The DSL/Deputy DSLs should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or Deputy DSLs. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented within 24 hours.

5.7 All referrals will be made by completing the [Multi-Agency Services Referral Form](#) (MARF) in line with GSCBs procedures.

5.8 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services 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 by raising concerns again with the DSL and/or Deputy DSLs. Concerns should always lead to help for the child at some point.

5.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the DSL and Deputy DSLs are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.10 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Children's Services directly with their concerns.

5.11 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

5.12 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5.13 At St. Peter's Catholic Primary School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL/Deputy DSL who will activate local safeguarding procedures, using

existing national and local protocols for multiagency liaison with police and children's social care.

5.14 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015).

5.15 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At St. Peter's Catholic Primary School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL and Deputy DSLs have received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Gloucestershire LA procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

6. RECORDING AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (Appendix 3). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL/Deputy DSLs without delay.

6.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our

safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

6.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Education Entitlement & Inclusion Team within Gloucestershire County Council.

6.5 Appendix 4 sets out our policy on record keeping specifically with respect to recruitment and pre-employment checks.

7. WORKING WITH PARENTS & CARERS

7.1 St. Peter's Catholic Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL/Deputy DSLs making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8. CHILD PROTECTION CONFERENCES

8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Deputy DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance using the guidance and report template provided by the GSCB. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2019).

Currently, the following staff have completed the NSCL accreditation for Safer Recruitment:

Mrs Carol Baron	Head Teacher	January 2019-January 2024
Mrs Vicky Young	Deputy Head Teacher	June 2017-June 2022
Mrs Kasia MacDonald	Acting Deputy Head Teacher	October 2017-October 2022

Mrs L Dowding	Senior Leader	October 2017 - October 2022
Mrs C Coleman	Governor	January 2019 – January 2024

9.2 At St. Peter's Catholic Primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service (DBS) checks for all new staff as well as those who change jobs or have had a break in service for longer than 3 months, and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

9.4 DBS checks will also be made for those who have regular contact with children: volunteers, Governors who also work as volunteers within the school, people brought into the school to provide additional teaching or other experience for pupils but who are not staff members e.g. a specialist sports coach or artist, all staff employed as supply staff to the school/setting whether employed directly by the school/setting or local authority or through an agency and have regular contact with children.

9.5 It is each individual staff member and volunteer's responsibility to inform the Head Teacher immediately if they have been arrested/convicted or cautioned of any crime since their DBS was last issued.

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's [code of conduct](#) at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff who have accessed Positive Handling training will be kept by the Deputy DSL.

10.3 If staff, visitors, governors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the live web-based [GSCB Handbook](#) and [Dealing With Allegations of Abuse Against Teachers and Staff](#) and Part 4 of '[Keeping Children Safe in Education](#)', DfE (2019) are adhered to and will seek appropriate advice from the LADOs (01452 426994/425017) or the Allegations Management Co-ordinator (01452 426320).

11.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO/Allegations Management Co-ordinator within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO/Allegations Management Co-ordinator.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01452 426994/425017. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also 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 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

11.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff [Code of Conduct](#)
- Preventing Extremism & Radicalisation Policy
- Anti-Bullying
- Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- On-line Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- [‘Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children’](#), DfE (2018)
- [‘Keeping Children Safe in Education’](#), DfE (2019)
- [Gloucestershire Safeguarding Children Board](#) procedures
- [GSCB Handbook](#) and [Dealing With Allegations of Abuse Against Teachers and Staff](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (October 2015).
- [‘What to do if you’re worried a child is being abused’](#), DfE (March 2015)
- [‘Information Sharing: Advice for practitioners’](#), DfE (March 2018)
- [‘The Prevent duty: Departmental advice for schools and childcare providers’](#), DfE (2015)
- [‘Mandatory Reporting of Female Genital Mutilation - procedural information’](#), Home Office (October 2016)

Appendix 1

The Government Categories of Abuse and Descriptors

Physical Abuse

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may 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.

Emotional Abuse

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

Neglect

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

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

Appendix 2

Domestic Abuse and the referral process, Multi-Agency Risk Assessment Conference, Honour Based Violence, Forced Marriage, Female Genital Mutilation, Child Sexual Exploitation, Multi Agency Public Protection Arrangements, Private Fostering, Medicines and ESafety.

Domestic Abuse

Domestic Abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between two adults, aged 18 and over, who are or have been intimate partners or family members, regardless of gender and sexuality.

The impact of domestic violence on children and young people.

It is well known that children can be significantly harmed if they live in families where there is a high level of violence and domestic abuse. Research shows that out of children who are abused through neglect (88%), physical (75%) or sexual abuse (54%) also live in homes where there is domestic abuse.

There are many effects on children and young people besides being physically hurt because of domestic abuse. A child's emotional development or behaviour may be changed by their experience. They are much more likely to suffer with depression and anxiety or display aggression and antisocial behaviour. Children and young people who live with domestic violence may do less well at school and are at greater risk of social exclusion.

Parents who are victims of domestic abuse struggle to look after their children. The impact of domestic abuse on children will be worse if a parent misuses drugs or alcohol, or has mental health issues. Children cope better with domestic abuse when their mother has good mental health.

Domestic Abuse Referral Process (DARP)

The aim of the process is to reduce harm caused by domestic abuse to children. DARP was developed in order to provide a multi- agency response to referrals of domestic abuse where children are involved, and to offer early intervention and support to the victims and children. The cases discussed at DARP are ones where children are **not already open** to Social Care.

If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their Safeguarding process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Abuse falls into this category.

The Multi-agency response team consists of representatives from the Police, CYPD, Health and The Gloucestershire Domestic Abuse Support Service (GDAS). They meet

on a regular basis to discuss the cases, share information and make informed decisions about actions.

Multi Agency Risk Assessment Conference (MARAC)

MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in 4 localities;

- Cheltenham and Tewkesbury
- Gloucester
- Forest
- Stroud and Cotswolds

The purpose of MARACs are 'to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm.'

Currently Education Representatives do not attend any of the four MARACs. Instead if the MARAC decides to disclose to the school in question, the action will be for the Health Representative to disclose and inform the School Nurse with the relevant information agreed at MARAC. The School Nurse may then disclose to the School, by way of the Designated Safeguarding Leader or offer the support directly to the child. However, Gloucestershire Police are working with the GSCB to improve this procedure and ensure that educational settings are represented themselves at MARACs.

So called Honour Based Violence (HBV)

A collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, Honour Based Violence may exist.

Forced Marriage (FM)

A Forced Marriage is a marriage in which one or both spouses do not (or in the case of some adults with support needs, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual, emotional pressure.

Female Genital Mutilation (FGM)

Female Genital Mutilation includes all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non - medical reasons. In the UK, it is estimated that up to 24,000 girls under the age of 15 are at risk of female genital mutilation (FGM). Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. If we suspect that someone we know is at risk of being subjected to any form of FGM, we will take action to report it immediately to Social Care and the Police.

Such incidents may come to the attention of Statutory Agencies including Education in the following circumstances:

- Domestic Abuse incident
- Truancy
- Child abuse report
- Missing person report
- Vulnerable adult abuse report
- House arrest
- Excessive restriction such as denial of access to any form of telephone, internet, friends or contact outside the immediate family;
- Disclosure by a third party
- Denial of access to passports, birth certificates, bank accounts and other forms of official documentation.

Child Sexual Exploitation

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of engaging in sexual activities. This can occur through the use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Vulnerability factors to sexual exploitation

Children are more vulnerable to abuse through sexual exploitation if they have experience of one or more of the following:

- Child sexual abuse;
- Domestic violence within the family;
- Family breakdown;

Physical abuse and emotional deprivation;
Bullying in or out of school;
Family involvement in sexual exploitation;
Parents with a high level of vulnerabilities (drug / alcohol, mental health etc);
Drug / alcohol, mental health or other difficulties themselves;
Involvement in gangs
Being looked after in residential care
Going missing frequently

All action to safeguard and promote the welfare of children and young people who are or at risk of being sexually exploited should be child-centred and focussed on their individual needs. All concerns need to be shared with the Designated Safeguarding Leader, Social Care and Police.

Multi Agency Public Protection Arrangements (MAPPA)

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child/young person.

The multi-agency public protection arrangements ensure the assessment and management of offenders, who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self.

The police, probation and prison service are the lead agencies, with other agencies including CYPD/Education settings, having a statutory duty to cooperate.

Multiagency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to Safeguarding conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

Private Fostering

A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. It is the responsibility of the DSL and DDSL's to inform Social Care if they are aware that a child is being privately fostered. Social care will undertake an assessment of the private fostering arrangement which will include safeguard checks on the carers and contacting the child's parents.

Medicines

Staff, if they are willing, can only administer prescription medication to children. A consent form needs to be signed by parents/carers before any medicine can be given to a child. Parents are able to arrange a time to come into school to dispense medication to their child.

E-Safety

Gloucestershire Safeguarding Board have developed a fact sheet: 'What risks are posed to my child' to help you protect your children in the cyber world. The fact sheet can be found at the following link: www.gsrb.org.uk/article/113156/E-safety

Appendix 3

Recording Form for Safeguarding Concerns

Child's name: _____ Class: _____

Child's date of birth: _____

Date and time of the concern: _____

Factual account of what happened, where it happened and who was present using the child's own words:

Any opinion / interpretation needs to be explained:

Your response:

Printed name and signature of person making the record:

Job title of person making the record: _____

Appendix 4

Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances. We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include

our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

COVID-19 changes to our Child Protection Policy

During the Period of COVID-19 School Closures

March 2020

Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies.

Reporting arrangements

The school arrangements continue in line with our child protection policy.

The Designated Safeguarding Leads are:

Amanda Desando	adesando@st-peters-pri.gloucs.sch.uk	07906 89 71 81
Carol Baron	head@st-peters-pri.gloucs.sch.uk	07985 10 50 36

The Deputy DSL/s are:

Kasia MacDonald	kmacdonald@st-peters-pri.gloucs.sch.uk	07973 69 11 33
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Caroline Osborne-Jones	senco@st-peters-pri.gloucs.sch.uk	07805 85 86 84
Vicky Young	vyoung@st-peters-pri.gloucs.sch.uk	07929 16 74 48

The school's approach ensures the DSL or a deputy is always contactable while the school is open. All staff will be re-issued with contact details for DSL's during school closure and should report any concerns via the YELLOW FORM in line with the current policy. Once completed the member of staff will hand this to the DSL/DDSL however if there is no DSL/DDSL on site the member of staff will speak to the member of SLT on duty who will give the staff member time to phone the DSL/DDSL to report the concern. A member of SLT will always be on site while school closures are in operation. An agreement has also been made with fellow Gloucester Schools Partnership (GSP) Schools so that where there is a problem in contacting our school DSL/DDSL, a DSL from another GSP school can be contacted. Numbers for these are on the pinboard in the main office.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting the Multi-Agency Safeguarding Hub (MASH) are: **01452 426565** or by email childrenshelpdesk@gloucestershire.gov.uk

Further details can be found at [Gloucestershire Safeguarding Children Executive](#)

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children executive escalation procedure, available here:

[Gloucestershire Safeguarding Children Executive](#)

Identifying vulnerability

Schools relationships with the community mean we have identified children who may be classed as 'vulnerable'

We have put in place specific arrangements in respect of the following groups:

- Children subject to a child protection plan/ Child in Need plan – places offered, if not taken this must be agreed by Social Worker and family. Visits will be undertaken fortnightly by the Social Worker.
- Children with an EHCP – Individual Risk Assessments undertaken and consultations held with parents/carers, SLT and SENCO.
- Children on the edge of social care involvement or pending allocation of a social worker – Where required these children will be offered a place at school or individual contact plans will be agreed.
- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. Contact arrangements will be agreed with parents/carers, SLT and DSL.

Where appropriate school will liaise with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Children in Care and those who have previously been Children in Care.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children of critical workers who may attend school if no safe alternative arrangements can be made.
- Children at home – all children have been set work by their teachers. This is available to access off the school website and includes online learning. This includes differentiated work – some of which is photocopied and made into learning packs for specific children.

The plans in respect of each child in these groups will be reviewed regularly.

Holiday arrangements

School will be open over Easter, including on both Bank Holidays. Emergency details of Social Care, Early Help Offer and local charities will be published on the website.

Attendance

The school is following the [attendance guidance issued by government](#). Where a child is expected and does not arrive the school will follow our attendance

procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent but if necessary arrange a home visit by the school or another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the school to ensure children and young people are safe.

These arrangements will only be in place for children who have enrolled and are eligible for Emergency Childcare. For all other children school is closed.

Staff will be aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns. In recognition of this, school has set up a confidential email help@st-peters-pri.gloucs.sch.uk and signposted this repeatedly in communication with parents since Friday 20th March 2020.

Incidences of Domestic Abuse are expected to significantly increase during the period of isolation as perpetrators will use this time as a “tool of coercive and controlling behaviour”, and victims and their children are consistently more vulnerable during periods of societal stress [see government guidance](#). Operation Encompass will continue as normal with notifications being sent to the school’s email address emcompass@st-peters-pri.gloucs.sch.uk For further information please contact Halah Shams El-Din on 01452 328953 or by email halah.shamsel-din@gloucestershire.gov.uk In recognition of this, school has set up a confidential email help@st-peters-pri.gloucs.sch.uk and signposted this repeatedly in communication with parents since Friday 20th March 2020.

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place
- Our governing body will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school’s code of conduct and importance of using school systems to communicate with children and their families.

- Children and young people accessing remote learning receive guidance

- Parents and carers have information via the website about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:
 - [Internet matters](#) - for support for parents and carers to keep their children safe online
 - [Net-aware](#) - for support for parents and careers from the NSPCC
 - [Parent info](#) - for support for parents and carers to keep their children safe online
 - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
 - [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

Allegations or concerns about staff

With such different arrangements, young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged and can be found at

[The role of the LADO and the allegations management process - Safeguarding Children in Gloucestershire](#)

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment (see flowchart on Page 40 of KCSiE 2019) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with [DBS guidance](#).

- When undertaking ID checks on documents for the DBS it is reasonable to [initially check these documents online](#) through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by SLT of who is working in the school each day.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by Governors on Monday 6th April 2020 and is available on the school website at www.st-peters-pri.gloucs.sch.uk