

# Kempsford Church of England (Voluntary Controlled) School



*Quality Education Founded on Christian  
Values*

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## Safeguarding Policy

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This is Safeguarding Policy of the school. It is controlled by the Governing Body.

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# Policy

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This policy sets out the controls, procedures and responsibilities for keeping children safe in education at Kempford Church of England Primary School.

## 1 Associated Policies

This document should be read in conjunction with the Behaviour and Discipline Policy, the Anti-Bullying policy, the Physical Intervention policy, the policy for Personal, Social and Health Education, the use of Social Media Policy, the SEND Policy, the guidance for Safer Working Practice Policy and the Whistle Blowing Policy. It is intended to give further detailed guidance on the expectations of the school and procedures to be carried out under certain circumstances.

# Child Protection Policy

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Kempsford Church of England Primary School fully recognises its responsibilities for safeguarding children (child protection).

## 2 Designated Staff

Designated member of staff responsible for Child Protection currently is: Mr. R. Mendum (September 2016). The deputy designated members of staff are: Miss Meg Heavisides and Mrs C McLaughlin  
Designated governor responsible for Child Protection is: Mrs Ruth Gray. The designated persons responsible for Safer Recruiting are Mr R Mendum and Mrs C Sleight.

## 3 Our Policy

Our policy applies to all staff, including temporary and supply staff, governors and volunteers working in the school. There are five main elements to our policy:

- Safer Recruitment Training—Guidance Keeping Children Safe in Education published in July September 2018 maintains the requirement for governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. We will always adhere to this. At least one member of the recruitment panel must undertake safer recruitment training which, subject to parliamentary procedure, from September 2014 will no longer need to be provided by a person approved by the Secretary of State.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by raising welfare concerns and referring to the Children's Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.

- Include opportunities in the P.S.H.C.E. curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the DfE to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately (Child Welfare Concern form).
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

- The school behaviour and anti-bullying policies are aimed at supporting vulnerable pupils in the school.
- The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## 4 Dealing with allegations

Gloucestershire Local Authority has a Designated Officer (LADO) for allegations against staff/volunteers who must be informed if there is an allegation against a member of staff, on 01452 426994. **It is important that no investigation is carried out without first having a discussion with the Local Authority Designated Officer.**

- Logging of any concerns can be done with the Head Teacher via the neon green alert sheet in the staff room. The forms will be used to create a chronology of events, where necessary.
- For those children with more than one pupil file these will be cross referenced with a red dot.

Procedures for dealing with allegations against any staff working/volunteering with children are laid out in the Gloucestershire Child Protection Procedures which may be found at [www.gscb.org.uk/procedures](http://www.gscb.org.uk/procedures). The governor for Safeguarding (Child Protection) or the Chair of Governors may be required to act should an allegation be made against the Head Teacher. In these circumstances, it is likely that the governor will be required to attend an Allegation Management Meeting with representatives from the LA, Police Child Protection, Safeguarding Children Service and Human Resources to decide on the way forward. Governors might also be required to provide details of the alleged incident and to make further enquiries if necessary as decided by the Police or Human Resources depending on whether Child Protection action and/or Disciplinary Action is necessary.

## 5 Roles and Responsibilities of the DSL

The Head Teacher or equivalent has overall responsibility for all procedures within the school. Working with the Head Teacher, the Designated Safeguarding Lead (DSL) has responsibility for the following:

Procedure where abuse is suspected/disclosed:

- Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, should immediately inform the designated person within the educational setting.
- If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is

trying to say. No promise of confidentiality should be made. The designated person should briefly and accurately record the concern and the child’s comments in writing and then follow the process from the GSCB Procedures

[http://www.swcpp.org.uk/swcpp/swcpp\\_procedures.htm](http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm)

Educational settings are reminded that any concern regarding attendance coupled with illness or reticence to share information or delaying tactics used by parents should be discussed. The Stages of Referral are as follows:

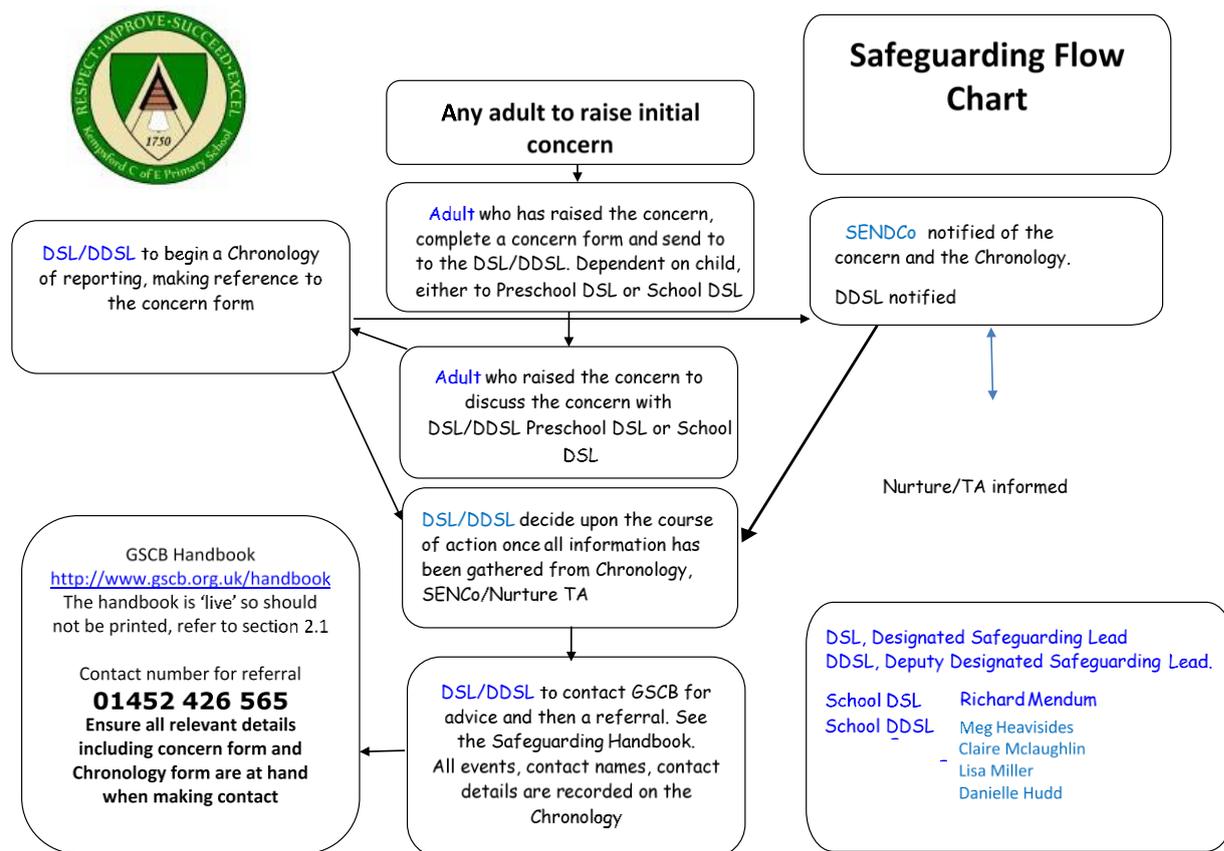


Figure 1: Safeguarding Flow Chart

Issues such as informing the parents, contacting the police and whether it’s safe for the child to return home, can be discussed at a strategy meeting following referral. It is good practice to inform parents that a referral has been made except in cases of serious physical abuse or child sexual abuse when to do so might put the child at greater risk of harm. In this situation parents should not be informed without taking further advice.

- If there is an injury which requires immediate treatment the designated person should arrange this without delay, in whichever way seems appropriate, and then continue to follow the procedures.

If a Professional has a concern about the wellbeing of a child (or unborn baby), then that professional should:

- share their concerns with their supervisor/line manager/designated teacher or named professional to help clarify the nature of their concerns,
- complete a written record of the nature and circumstances surrounding the concern including any previous concerns held,
- in those cases where you have a concern but are unsure about how to proceed contact the **Children's Help Desk Tel: 01452 426565** and ask to speak to a social work practitioner.
- In those cases where you are clear a social work assessment is required make a referral to the: Children's Help Desk Tel: 01452 426565 within 24 hours (immediately if the concerns are about physical injury or sexual abuse). The CYPD social care section will then take responsibility for managing any subsequent enquiries. The referrer should confirm the details of the concern to CYPD, in writing, within 48 hours.
- Remember to use the escalation procedures if you are left feeling that the response from social care has not addressed your concerns for the child. Advice about procedural issues including escalation procedures can be obtained through the Safeguarding Children Service on 01452 58 3629.

For out of hours social work advice please contact the Emergency Duty Team on **01452 614194**

Further documentation to be referred to:

- Allegations Management – the school policy can be requested from the school office
- Safer Working Practice - the school policy can be requested from the school office
- Anti-Bullying - the school policy can be viewed on the school website
- Whistle Blowing - the school follow the Gloucestershire County Council policy
- Honour Based Violence – signs of – more information is available from the [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook)
- Forced Marriage - more information is available from the [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook)
- Female Genital Mutilation – signs of - more information is available from the [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook)
- Domestic Abuse - more information is available from the [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook)
- MARAC – please see details in Safeguarding file.
- Safer Recruitment – the accredited people responsible for Safer Recruitment are: Mr R Mendum, Mrs C Sleight

## 6 Attendance and Punctuality

We take attendance and punctuality extremely seriously. If your child is absent from school, please let us know by 9am so that we can authorise the absence in our register. We are now required by law to publish all unauthorised absences and we cannot authorise them unless we have an e-mail, a phone call or a verbal message from an adult. If we have not heard from you, we will contact the parent/carer of any child to ensure their whereabouts and safety. (see Attendance Policy October 2014). If a Child in Care or a child under a Child Protection Plan is absent for 2 says, contact is made to Social care.

We are only allowed to authorise certain categories of absence. If your child is genuinely ill, then this is authorised. If your child has a medical appointment in school time, then please inform the office as we may need to see proof of appointment. All other absences will be unauthorised.

## 7 Training

All DSL's must undertake the GSCB multi agency training every 2 years. The DSL is responsible for ensuring that all staff (including non-teaching staff and volunteers, caretakers, secretaries, TAs and all other support staff in the setting) undertake whole staff refresher training every 3 years. Whole school training took place in September 2017. New staff and existing staff are asked to keep up to date by doing the E-Learning training sessions in between whole school training, details are in the DSL handbook [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook) (see pages 8 & 9).

Gloucestershire's Child Protection Procedures can be found on the Gloucestershire Safeguarding Children Board website at: [http://www.swcpp.org.uk/swcpp/swcpp\\_procedures.htm](http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm)

## 8 Types of abuse and neglect

### 8.1 Abuse

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

#### Physical abuse

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

#### Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun'

of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### Sexual abuse

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

## 8.2 Neglect

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

## 9 Specific safeguarding issues

For specific safeguarding issues information can be found at:

- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.GOV.UK](http://www.GOV.UK)
- [http://www.proceduresonline.com/swcpp/gloucestershire/p\\_ch\\_sexual\\_exploit.html](http://www.proceduresonline.com/swcpp/gloucestershire/p_ch_sexual_exploit.html)
- <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them, and/ or another or others performing on them, sexual activities. Child sexual exploitation can occur through

the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/ mobile phones without 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.

## 9.1 Domestic violence

<https://www.gov.uk/domestic-violence-and-abuse>

Domestic violence/abuse is a pattern of behaviour which is characterised by the exercise of control & the misuse of power by one person, usually a man, over another, usually a woman, within the context of a current or former intimate relationship.

It can manifest in a variety of ways-physical, sexual, emotional, financial abuse and imposition of social isolation. It is most commonly a combination of them all.

Domestic violence/abuse occurs across all races, classes, nationalities, religions, cultures, ages and physical and mental abilities. It also happens in same sex relationships.

Children and young people are often the forgotten victims of domestic violence/abuse. They may suffer direct physical, sexual or emotional abuse, or the abusive impact of witnessing or being aware of abuse to their mother or father.'

## 9.2 Drugs

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug-adviceforschools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug-adviceforschools.pdf)

## 9.3 Fabricated or induced illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

## 9.4 Faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

## 9.5 Female genital mutilation [FGM]

<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>

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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility

of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## 9.6 Forced marriage

<https://www.gov.uk/forced-marriage>

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 involved. Duress can include physical, psychological, financial, sexual, emotional pressure.

## 9.7 Honour Based Violence (HBV)

Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and /or community.

## 9.8 Gangs and youth violence

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice to Schools and Colleges on Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

## 9.9 Gender-based violence/violence against women and girls [VAWG]

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

## 9.10 Mental health

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

## 9.11 Private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

## 9.12 Radicalization

<https://www.gov.uk/government/publications/channel-guidance>

### 9.13 Sexting

<http://ceop.police.uk/>

### 9.14 Teenage relationship abuse

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

### 9.15 Trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

## 10 The Prevent Duty

The Prevent Duty was put in place so that we can all prevent children from being drawn into terrorism and extremist views.

All staff and governors in our schools need to be aware of this.

We all need to:

- Identify children who may be vulnerable.
- Protect children from the risk of radicalisation.
- Protect children from other harms such as drugs, gangs, neglect and sexual exploitation including Female Genital Mutilation

We can build pupils' resilience to radicalisation by promoting fundamental British values and enable them to challenge extremist views.

We need to assess the risk of children being drawn into terrorism or having extremist views. If we feel that our children are vulnerable we need to refer children onto the Channel programme. The Channel programme supports children from an early age who are identified as vulnerable to being drawn into terrorism.

Our schools with their limited cultural diversity and location are classed as low risk. However, we are always vigilant and have the following in place:

- Filtering system on all of our PCs to ensure children do not access websites that may contain material about extremism or terrorism.
- Internet safety rules and pupil guidance
- A PHSCE scheme that starts in Reception class that will enable children at an age appropriate time about how to manage difficult situations
- RE that teaches children about other religions and will give opportunities for discussion about radicalisation and terrorism
- Citizenship teaching so children understand what it means to be British in today's society

Regular assemblies and worship times that focus on core values including respect are in place.