



Policy:	Child Protection and Safeguarding Policy
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Authorised by:	Governing Body
Updated by:	Mrs J Carter, Ms C Roffe

Designated Safeguarding Leads (DSL):	Stuart Smith, Jodi Carter
Deputy Designated Safeguarding Lead (DDSL)	Sue Dee and Felicity Peake
Governor Leads:	Linda Rowley

This policy should be read in conjunction with the CSP23 Appendix, which outlines in detail Child Protection Recognition and Procedures.

It also links closely to the following closely linked policies:

- *Anti-bullying*
- *Health and Safety*
- *Promoting Positive Behaviour*
- *First Aid*
- *Special Educational Needs*
- *Attendance*
- *Trips*
- *E-safety*
- *Sex Education*
- *Equality*
- *Physical Intervention*
- *Visitors*
- *Safer Recruitment*
- *Self Harm*
- *Supporting Children with Medical Conditions*

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, both 'Keeping Children Safe in Education' 2016, Keeping Children Safe in Education September 2018 and Gloucestershire Safeguarding Children Board (GSCB) Child Protection Procedures

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

At The Cotswold School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other students in the school.

We recognise that all adults, including temporary staff¹, volunteers and Governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

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

1. The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

2. Safe School, Safe Staff

We will ensure that all members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with a staff behaviour (code of conduct) policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make
- a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- two senior leaders have Designated Safeguarding Lead (DSL) responsibility
- on appointment, the DSLs undertake multiagency training through GSCB and also undertake update training every 2 years
- all other staff have Safeguarding training updated as appropriate
- any weaknesses in Child Protection are remedied immediately
- The Chair of the Governing Body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic
- education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- Enhanced DBS checks are required for all members of our Full Board of Governors.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and Governors

The Designated Safeguarding Leads (DSL), Stuart Smith and Jodi Carter, are members of the Senior Leadership Team. The Deputy DSL's are Sue Dee and Felicity Peake. These Officers have undertaken the compulsory training delivered through the GSCB with biannual updates.

The DSLs who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training (currently on-line on the DfE website) to be renewed every 5 years. Currently Will Morgan (Principal), Phil White and Chris Edwards (Vice Principals), and Stuart Smith, Jodi Carter and Fran Hudson (Assistant Principals) have completed Safer Recruitment training.

All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.

All members of staff are trained in and receive regular updates in e-safety and reporting concerns

All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through our reporting procedure.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

Community users organising activities for children are aware of the school's child protection guidelines and procedures.

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

Our procedures will be regularly reviewed and up-dated.

The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.

The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook and website.

3. Responsibilities

The designated DSLs are responsible for:

- Referring a child if there are concerns about possible abuse, to the GSCB Helpdesk, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the GSCB Referral Form.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Ensuring that all staff have read and signed that they understand Part 1 and Appendix 1 of Keeping Children Safe in Education
- Organising child protection induction, and update training every 3 years, for all school staff.
- Providing, with the Principal, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on child protection plans.

4. Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

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

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

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children – such as Social Care, Child and Adult Mental Health Service, Educational Welfare Service and Educational Psychology Service
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting.

5. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Principal or DSL and DDSL will disclose any information about a child to other members of staff on a need to know basis only

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the GCSB or CYPS Helpdesk on this point.

6. Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

7. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of Gloucestershire's Guidance on Safer Working Practice Issues, and the school's own Promoting Positive Behaviour policy and e-safety policy.

Guidance about conduct and safe practice, including safe use of mobile phones and technology by staff and volunteers is given at induction.

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.

The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) on 01452 426994 or 01452 583638.

If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO, without notifying the Principal first.

The school will follow the Gloucestershire procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and the Personnel Manager in making this decision.

In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors with advice from the LADO.

In the event of an allegation arising in that context, contracts for community users will be suspended pending investigation.

8. Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

If it becomes necessary to consult outside the school, they should speak in the first instance, to LADO following the Whistleblowing Policy.

Whistle-blowing re the Principal should be made to the Chair of the Governing Body whose contact details are readily available to staff via governor@thecotswoldschool.co.uk.

9. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.

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

All staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

10. Anti-Bullying

Our Anti-Bullying school policy is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender-related bullying.

All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.

11. Racist Incidents

Our policy on racist incidents is set out separately in our Equality and Diversity Policy, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents which are reported regularly to Governors via the Principal's Report.

12. Peer-on-Peer Abuse

In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

To be considered a safeguarding allegation against a pupil, it is likely that some of the following features will be found:-

- It is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- It is of a serious nature, possibly including a criminal offence
- It indicates that other pupils may have been affected by this student
- It indicates that young people outside the school may be affected by this student

13. Teenage Relationship Abuse

This is addressed within assemblies and the PSHE/Tutor time curriculum supported by GHLL resources. A disclosure of abuse will be referred to the DSC and a referral made to CYPS/Police and further support sought.

14. Radicalisation

The school will protect children from the risk of radicalisation through the following procedures:-

- Building pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making
- Using the school's PSHE and tutor programme:
 - To explore sensitive and controversial issues
 - To teach pupils to recognise and manage risk and make safer choices
 - To recognise when pressures from others threatens their personal safety
 - To teach different perspectives, develop questioning minds and to promote debate and challenging of extremist views
 - Promote SMSC and British values
- Promote Internet Safety, equipping children to stay safe on line through PSHE, ICT curriculum and the e-safety committee

15. Safeguarding risks to children beyond the school environment

(Please refer to the Appendix for more detailed information)

The school recognises that children are at risk in the wider world and we will remain alert to the signs, in order to be able to provide appropriate support, liaising with relevant agencies. Examples of this type of risk would include:-

- Domestic violence
- Honour based violence
- Female genital mutilation
- Private fostering
- Gangs and Youth Violence
- Gender based violence/violence against women and girls (VAWG)
- Trafficking

16. Prevention

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

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, and through the provision of a anti-bullying report button easily accessed on the school's intranet throughout the year. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- In particular, this will include anti-bullying work, e-safety, road safety.
- Also focussed work with the transition Year 7 pupils new to secondary school.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

17. Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically and mentally within the school environment.

18. First Aid/Administration of Medicines Policy

Our First Aid/Administration of Medicines Policy, set out in a separate document, reflects the consideration we give to the provision of effective, safe first aid cover for students, staff and visitors and to the safe procedures followed in the administration of Medication

19. E-Safety/Sexting

Our E-Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children in relation to mobile phone and internet use both in and out of school and in relation to sexting. The school takes all reports of sexting very seriously. Matters will be fully investigated and students and parents will be involved and supported as appropriate, including via external agencies. All stakeholders are required to sign up to our Acceptable Use Policy.

20. Trips

Our Trip policy, set out in a separate document, reflects the consideration we give to the protection of our children in relation to trips and visits away from the school site.

21. Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

_____ (08-10-2018)

ratified by Governors and
signed as such by The Chair of Governors

This policy is written and administered with due regard to our
duty and commitment as a school: to consider all aspects of
equality and diversity.