



Park and Parkwall Primary Federation

Safeguarding and Child Protection Policy

Working together to empower children to become aspirational, global citizens

This version dated	Summary of changes	Next review date
January 2021	Update in line with Keeping Children Safe in Education 2020 Change of SAFeh to EHAP New DSL SWAG Vulnerable children procedures	January 2022

Rationale

Within the Park and Parkwall Primary Federation we are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where children, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to create a culture of vigilance to safeguard our children.

Our policy draws on all relevant legislation and guidance including:

- The Children Act (1989 and 2004);
- [Keeping Children Safe in Education: Statutory guidance for schools and colleges \(2020\)](#); [The Prevent Duty \(2015\)](#);
- The four guiding principles of the UN Convention on the Rights of the Child (UNCRC);
- [Working Together to Safeguard Children \(2018\)](#).

Other school policies and procedures, which should be read alongside this policy, are listed at the end of this policy and can be accessed on our shared computer 'P' drive.

We believe that our school provides a safe, positive and caring environment in which children and young people can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children and young people from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

A copy of this policy is available on request to parents/carers and is also accessible via the school websites: <https://www.parkwallprimaryschool.co.uk/> <https://www.parkprimaryschool.co.uk/>

Our policy applies to all staff, volunteers and governors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL(s) in their absence.

Throughout this policy 'children', 'child' or 'young person' refer to anyone under the age of 18 years old.

Safeguarding and promoting the welfare of children is:

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

Child Protection is:

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect children who are suffering, or are likely to suffer, significant harm.

We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that "it could happen here where safeguarding is concerned" (Keeping Children Safe in Education, 2019).

The five main elements to this policy are:

1. Striving to **prevent** harm through the development of a positive school ethos, a safe school environment, a full curriculum and through the offer of pastoral support to pupils and their families;
2. The school child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns;
3. **Support** for pupils who may have suffered significant harm, and their families;
4. **Staff recruitment, management and support systems** which protect children and young people.
5. **Specific safeguarding issues** faced by children and young people.

Aims:

- To ensure all staff are clear about the 'Paramountcy Principle'; that the welfare of the child is the paramount consideration.
- To support the development of the whole child as an individual by promoting security, confidence and independence;
- To raise awareness of all staff and governors as to their responsibilities in identifying and reporting possible cases of abuse as set out in [Keeping Children Safe in Education 2020](#) ;
- To ensure that staff concerned with particular children and young people in need are aware of their role and responsibility in safeguarding these pupils as set out in [Keeping Children Safe in Education 2020](#) ;
- To use a clear system of monitoring children and young people who are known to be or considered to be at risk of harm;
- To ensure that there is good, appropriate and effective communication between all members of staff;
- To develop and promote effective working relationships with other agencies, especially the three safeguarding partners – South Gloucestershire Council, Bristol, North Somerset and South Gloucestershire (BNSSG) Clinical Commissioning Group and the Avon and Somerset Constabulary
- To ensure all adults working within the school with access to children and young people undergo all relevant checks e.g. enhanced DBS check as set out in [Keeping Children Safe in Education 2020](#) ;

Designated Safeguarding Lead (DSL)

The DSL in each school is:

Gary Risdale (Parkwall)

Lizzy Meadows (The Park)

In their absence, these matters will be dealt with by the Deputy DSL(s):

Libby Lines and Paul Rowsell (The Park)

Jo Phelan (Parkwall)

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding and child protection issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

Designated Governor

The Designated Governor/s for Safeguarding across the Federation is; Pam Casbon

The responsibilities of governing bodies, proprietors and management committees are outlined in part two of [Keeping Children Safe in Education 2020](#)
[Working Together to Safeguard Children 2018](#)

Local Authority Designated Officer (LADO)

Tina Wilson. Contact details are:

Tel. 01454 868508

Email. Tina.wilson@southglos.gov.uk

1. Preventing harm

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.

The school will therefore:

- Establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to;
- Ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty;
- Pupils are taught about safeguarding, including online, through various teaching and learning opportunities as part of our broad and balanced curriculum. Included are the curriculum activities and opportunities that equip children and young people with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through our PSHE and E-Safety programme.
- Include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children and young people.

Early Help

[Keeping Children Safe in Education 2020](#) states that “**All** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years” (p.6) Staff should discuss early help requirements with the DSL (or a deputy).

We follow the South Gloucestershire early help process which includes the use of the [Single Assessment Framework early help \(SAFeh\)](#) . It may be appropriate for a member of school staff to initiate a SAFeh and take on the role of Lead Professional, or become a member of a Team around the Child/Family (TAC/F) as part of the SAFeh process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the SAFeh and attend TAC/F meetings. All staff should have an understanding of the SAFeh process and how they can contribute to it as and when appropriate. The DSL will ensure SAFeh paperwork is completed accurately and information shared appropriately.

2. Infrastructure and Procedures

The procedures for safeguarding children and young people will be in line with the [South West Child Protection Procedures and those accessed on the South Gloucestershire Children’s Partnership \(SGCP\) website - SGCP](#)

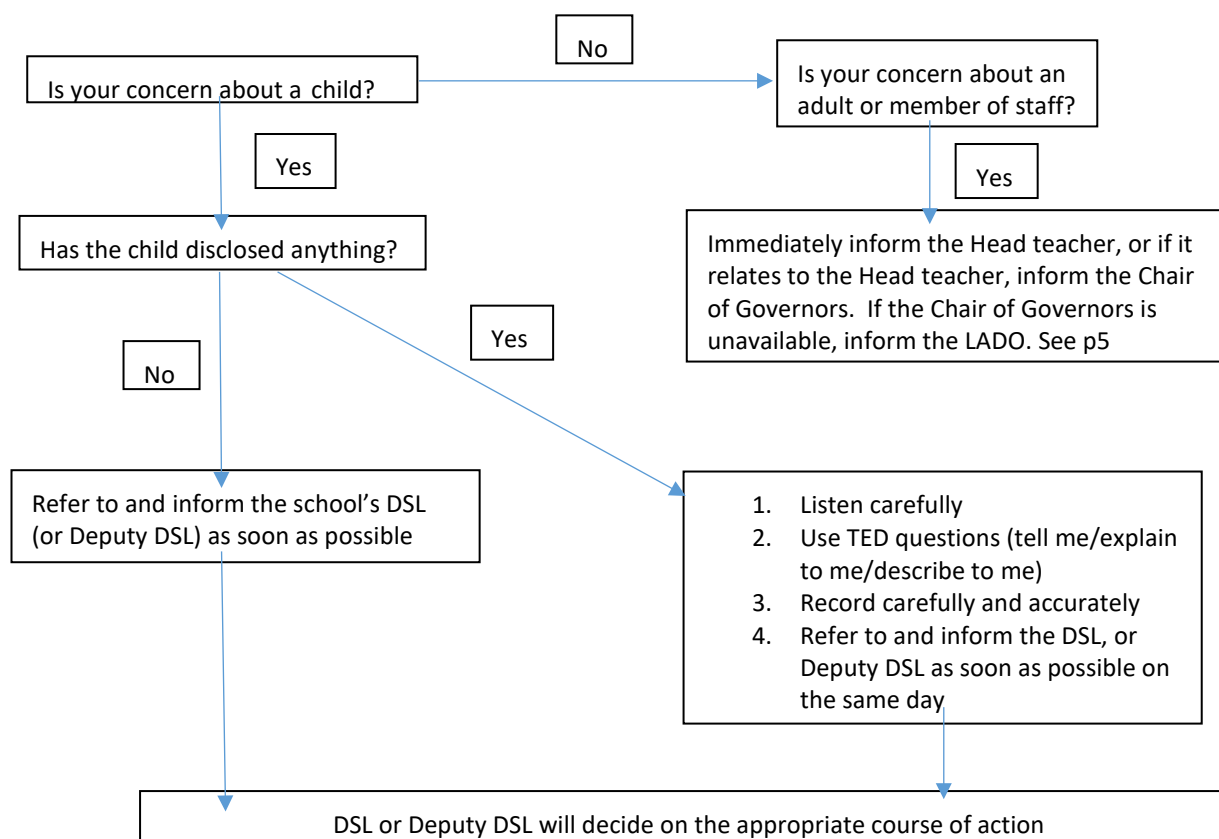
As a whole school we will ensure that:

- We have a Designated Safeguarding Lead (DSL), identified on p5, who will be trained to an advanced level by attending Advanced Inter-agency Child Protection training and maintained by attending CP Update training every 2 years thereafter. The DSL is a member of the senior leadership team;
- We have at least one deputy DSL, identified on p5, who will meet the same training requirements as the DSL outlined above;
- We have a Federation Safeguarding Officer to support our DSLs.
- Every member of staff and every governor knows and understands:
 - the name of the DSL, Deputy DSL(s) and Designated Governor, see p5, their roles around safeguarding and child protection;
 - that they have an individual responsibility for acting on any concerns about a child’s welfare immediately by following this policy and speaking to the DSL (or a deputy); and
 - their responsibilities as outlined in [Keeping Children Safe in Education 2020](#)
- All staff undergo safeguarding and child protection training (including online safety) on induction;

- All members of staff receive whole setting Child Protection training at least every three years with at least annual and regular updates which cover:
 - their personal responsibilities in relation to child protection;
 - school child protection procedures;
 - identifying signs of abuse/suspected abuse;
 - how to support a child, young person or adult who makes an allegation or shares a concern;
 - current national and local issues in safeguarding and child protection;
 - whistleblowing and the role of the Local Authority Designated Officer (LADO); and ➤ relevant legislation related to child protection
- All matters relating to child protection are confidential. Information about a child or young person will only be disclosed to members of staff on a need to know basis, in line with [Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers 2018](#) ;
- All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children and young people;
- All staff are aware that they should never promise a child or young person that they can keep secrets for them;
- All staff are aware that they need to obtain support and help for the children and young people should it be necessary;
- All members of staff recognise that statistically children and young people with SEN and disabilities are most vulnerable to abuse; school staff working with children and young people with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour difficulties will be particularly sensitive to signs of abuse;
- All members of staff recognise the importance of children being safeguarded from potentially harmful and inappropriate online material;
- Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role staff play in child protection and that good communication between parents/carers and the school is vital to this;
- All new members of staff are given a copy of the relevant safeguarding policies and procedures (including this child protection policy) during their induction to the school. Staff need to sign the relevant form to confirm that they have read and that they have understood the content of the policies and procedures;
- All supply and temporary staff are given a copy of the school procedures flowchart and the names of the DSL, Deputy DSL(s) and Chair of Governors;
- Entry to school premises is electronically controlled by doors, and authorised visitors to the school will be logged into and out of the premises;
- Visitors, when arriving at reception, will be asked to read a summary of the school's safeguarding procedures. Their signing in will be an acknowledgement that they understand the purpose of the procedures; and
- That parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off) and that this is with the permission of the school. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of children and young people.
- Parents should ensure that the school has at least two emergency contact numbers for their child.

The procedure (on p.6) is a summary flow chart of all action relating to the school's child protection and safeguarding and should be followed in each and every case

Reporting Concerns



It is important that all communication is given in writing through the schools recording system to the DSL as soon as possible as an official signed and dated record.

The DSL is responsible for:

- Taking the ultimate **lead responsibility** for safeguarding and child protection (including online safety) within our school, as set out in Keeping Children Safe in Education, 2019. **This responsibility should not be delegated.**
- Ensuring that he/she works closely with the deputy DSL(s) so that they can act effectively in the absence of the DSL;
- Ensuring that the relevant safeguarding and child protection information is shared with staff on induction – this child protection policy, part one of Keeping Children Safe in Education 2020 (and a copy of Annex A to all staff who work directly with children), behaviour policy, staff behaviour policy (sometimes called a code of conduct), the safeguarding response to children who go missing from education and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies);
- Adhering to South Gloucestershire Children's Partnership (SGCP) procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being;
- Ensuring that in the case of a referral to ART (or any social care 'front door' in other Local Authorities), the parents/carers are informed prior to the referral being made, unless doing so would put the child or young person at risk of harm or further harm;
- Ensuring that written records are kept using the schools recording system about any child or young person about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect (see appendix B);
- Storing any paper records confidentially in a secure locked cabinet (in DSL office) or preferably scanned onto the schools electronic system;

- Checking the attendance of children and young people subject to a child protection plan notifying the relevant social care team if:
 - a pupil subject to a child protection plan is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason;
- Attendance at Initial Child Protection Case Conferences, Core Groups and Child Protection Review Conferences;
- Submitting written reports to Social Care on request within the agreed time limits;
- Liaising with other agencies to safeguard children and young people;
- Notifying parents/carers as soon as possible if a child or young person sustains an injury or are affected by an incident whilst they are the responsibility of the school;
- Ensuring that a paper copy of all child protection records, or an electronic copy is securely sent/forwarded to a child or young person's new school following a transfer;
- Retain copies of all child protection files including those for children or young people no longer on roll until the child reaches 25;
- Ensuring that staff are appropriately trained and given regular safeguarding updates;
- Ensuring that the Single Central Record is maintained as an up to date and accurate record.

N.B. Further information about the role of Designated Safeguarding Lead can be found in Annex B of [Keeping Children Safe in Education 2020](#)

3. Support for pupils

We recognise that when children and young people are the victims of abuse or are witnessing abuse, for example, domestic abuse, their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children and young people at risk.

Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a child or young person's behaviour – all behaviour is communication. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

We understand that our role is to help children and young people combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children and young people feel valued, safe and secure and are encouraged to talk and are always listened to.

The school will endeavour to support pupils with difficulties through:

- Continued monitoring of their development coordinated by the DSL in collaboration with other staff working directly with those children and young people;
- Keeping records and notifying ART as soon as there is a recurrence of a concern;
- Continued close collaboration with parents/carers;
- Liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student;
- The school's behaviour policy, which outlines a consistent approach focusing on the behaviour or the offence committed by the child or young person but does not damage the pupil's sense of self-worth (for example, supporting those who are accused of sexual violence and/or sexual harassment); and
- Providing appropriate pastoral support and care.

4. Staff recruitment, management and support

We aim to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that deter, reject and identify people who might abuse children. The school staffing (England) regulations 2009 require Governing bodies of maintained schools to ensure that at least one of the persons conducting interviews has completed safer recruitment training. We adhere to the advice and guidance as outlined in [Keeping Children Safe in Education 2020](#) part three. See Appendix C for a summary of the recruitment procedures.

Supporting staff

We recognise that staff who have supported a child or young person who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate.

Allegations against staff

- If an allegation is made against, or there are concerns about the behaviour of, a member of staff, volunteer, Governor or any adult on the school site the Head teacher must be informed immediately;
- Where the allegation is against, or the concern is about the Head teacher, the Chair of Governors must be informed immediately ;
- If the Chair of Governors cannot be contacted, the LADO must be informed immediately;
- If the response (from either the Head teacher or the Chair of Governors) to a report of an allegation or concern is felt to be unsatisfactory e.g. minimising, then the LADO must be informed immediately.

See Appendix B for a flowchart outlining the above

Whistle blowing

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff (including supply staff and volunteers) should be aware of their duty to raise concerns about the attitude or actions of colleagues. A Whistleblowing Policy is in place for this purpose. This policy can be accessed on our shared drive (J) under: Teacher Policies.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Staff code of conduct

All staff (including supply staff and volunteers) and governors are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children and young people will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's Behaviour Policy.

Whilst it would be unrealistic to prohibit all physical contact between adults, children and young people, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should be in line with the school's policy for restraint, a record will be made of the incident and the Head teacher informed on the same day.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. All rooms which are used for the teaching or counselling of pupils should have clear glass panels in the doors or the doors will be left open.

School staff should also be alert to the possible risks which might arise from contact with pupils and parents/carers outside the school including the use of social media. Please refer to the Online Safety Policy and the policy on Social Media, in addition to the Code of Conduct.

[Guidance for safer working practice for those working with children and young people in education settings 2019](#)

5. Specific safeguarding issues

Some of the specific safeguarding issues faced by children and young people are outlined below:

- Children Missing Education (CME)
- Peer on peer abuse, including sexual violence, sexual harassment and upskirting
- The Prevent Duty
- Child Sexual Exploitation (CSE)
- Female Genital Mutilation (FGM)
- Criminal Exploitation of Children (CEC) and County Lines
- Mental Health

All staff are required to read and sign to acknowledge they have done so [Keeping Children Safe in Education 2020](#) Part 1 and Annex A. This contains additional information about these and other specific safeguarding issues – children and the court system, children with family members in prison, domestic abuse, private fostering, homelessness, so-called ‘honour-based’ violence and sexual violence and sexual harassment between children in schools and colleges.

Children Missing Education (CME)

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the importance of the schools attendance procedures.

Peer on Peer abuse, including sexual violence, sexual harassment and upskirting.

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or a group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will in all likelihood, adversely affect their educational attainment. Sexual violence and harassment exist on a continuum and may overlap, they can occur online and offline (both verbal and physical) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”, or “boys being boys”, and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

‘Upskirting’ typically involves taking a picture under a persons’ clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The Prevent duty

Staff will undertake specific Prevent training in order for schools to fulfil the Prevent Duty. It is essential that staff are able to identify children and young people who may be vulnerable to radicalisation as part

of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children and young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children and young people who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools are in an important position to identify risks within a given local context.

It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations may and do seek to radicalise children and young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Children and young people at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

Child Sexual Exploitation (CSE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Honour Based Violence (HBV) including Female Genital Mutilation (FGM) and the Mandatory Reporting Duty

As all staff should be vigilant to the indicators of child sexual exploitation - the same is relevant for HBV, FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such.

Section 5B of the 2003 FGM Act introduced a mandatory duty which requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her;
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Further information about making a report to the police can be found in the [FGM Mandatory Reporting](#)

Procedures.

The DSL must be kept notified of any disclosures, concerns and calls made to the police. Recordings of disclosures/concerns and any subsequent conversations must be logged and given to the DSL as with any other safeguarding/child protection issue.

Criminal Exploitation of Children (CEC) and County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs grooming and exploiting children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any adult at risk of harm over the age of 18 years;
- Can involve force and/or enticement based methods of compliance and is often accompanied by violence and threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Contact Information

Access and Response Team (ART)
01454 866000
accessandresponse@southglos.gov.uk

Emergency Duty Team (EDT) – out of hours/weekends
01454 615165

Single Assessment Framework early help (SAFeh) earlyhelpsupportteam@southglos.gov.uk

Tina Wilson
Local Authority Designated Officer (LADO)
01454 868508
Tina.Wilson@southglos.gov.uk

Appendix A

Abuse definitions (*from Keeping Children Safe in Education 2020*)

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 from 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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.

Appendix B

Park and Parkwall Federation

Safeguarding Allegations against Staff

Flow Chart Template

Report immediately to Gary Risdale/Lizzy Meadows, Heads of School, including time, date and name/s of those involved.

Gary Risdale/Lizzy Meadows will advise *Wendy Lewin/Karina James-Wiltshire*, Chair of Governors

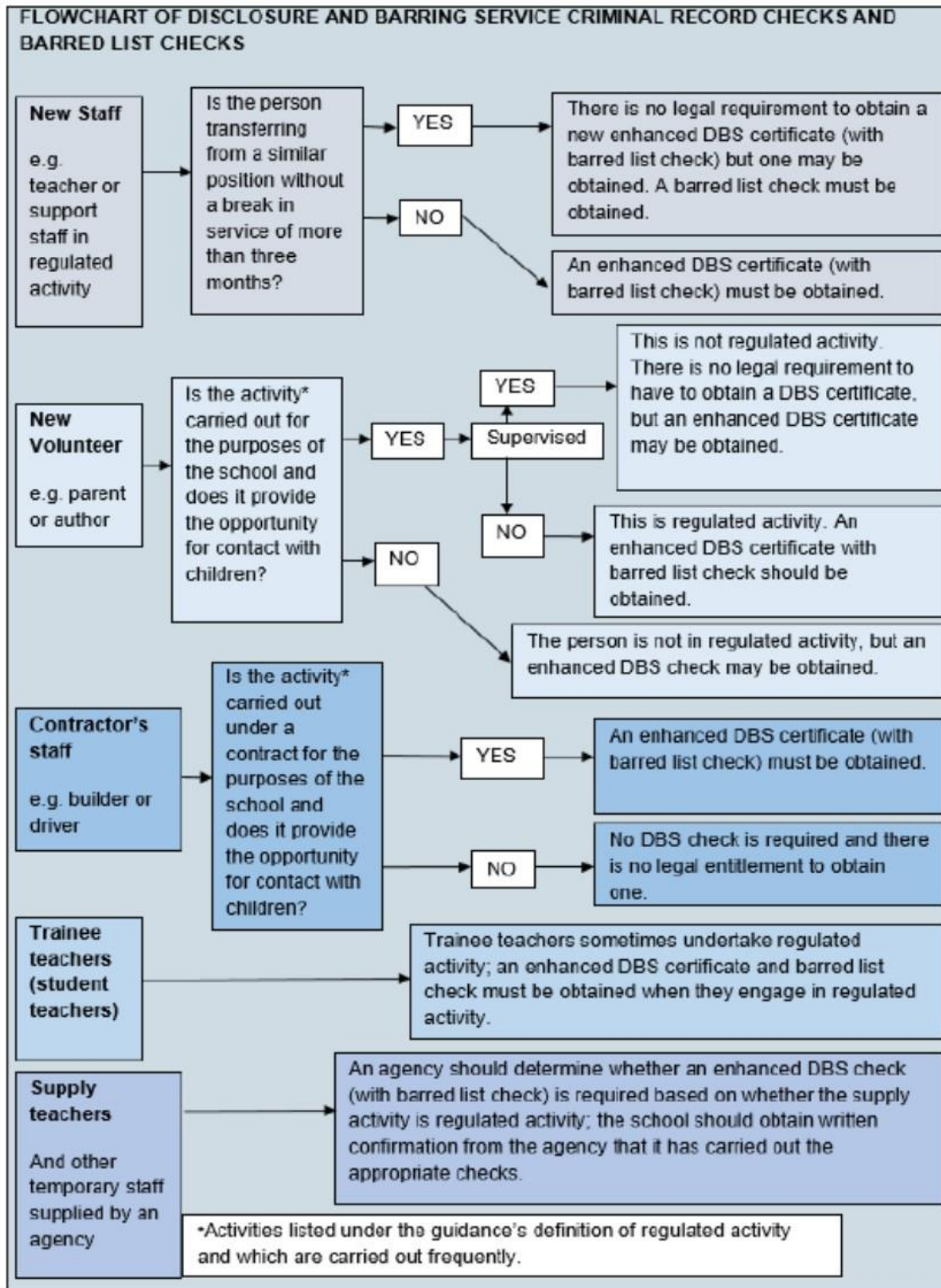
If the allegation involves Gary Risdale/Lizzy Meadows it should be reported immediately to the Chair of Governors

If the Chair of Governors is unavailable or it is felt the concern is not being taken seriously contact the South Gloucestershire LADO (01454 868924)



Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them e.g. The NSPCC Whistleblowing Helpline. Staff can call 0800 028 0285 – the line is available from 8.00 AM to 8.00 PM Monday to Friday. e-mail: help@nspcc.org.uk

Appendix C



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Child Protection Policy	DATE:	October 2020
EIA CARRIED OUT BY:	Heads of School	EIA APPROVED BY:	Chair of Governors

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	None	None
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	None	None
Gender reassignment	None	None
Marriage and civil partnership	None	None
Pregnancy and maternity	None	None
Race	None	None
Religion and belief (practices of worship, religious or cultural observance, including non-belief)	None	None
Gender identity	None	None
Sexual orientation	None	None

Any adverse impacts are explored in a Full Impact Assessment.

Associated documents

Attendance Policy
Statement of Procedures for Dealing with Allegations of Abuse Against Staff;
Behaviour Policy
Staff Code of Conduct
Complaints Policy
School Trips Policy
Equality Information and Objectives
Anti-bullying Policy
Staff Discipline, Conduct and Grievance Policy
Health and Safety Policy
Managing Medical Needs Policy (including intimate care)
E-safety Policy
Acceptable Use Technology and Social Media - Staff
Whistle-Blowing Policy