



Benhall Infant School and Pre School Child Protection and Safeguarding Policy



Member of Staff Responsible: Nicky Morris

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Date of Next Review: Autumn Term 2021

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Designated Safeguarding Governor (DSG)	Mrs Pat Palmer
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Section 1: INTRODUCTION

1.1 Accessibility and Safeguarding Statement

Safeguarding is the responsibility of EVERYONE at Benhall Infant School. We all make sure our approach is child-centred and at all times, considering what is in the best interests of the child

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect. Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be. Benhall Infant School and Pre-School is committed to providing an outstanding safe learning environment that promotes the welfare and well-being of

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all children. We ensure that this policy considers those children and young people with additional medical needs such as asthma, diabetes, epilepsy and allergies etc.

1.2 Purpose of Policy

To provide the safest possible environment for children and staff to work in. To raise safety awareness within the school, identifying hazardous situations and so prevent unnecessary risks. This policy covers all aspects of safeguarding including Child Protection.

1.3 Definitions

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSIE 2021)

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
 - preventing the impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
- (KCSIE 2021)

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (Working Together 2018 Appendix A glossary).

1.4 Sections of this policy:

2. Child Protection
3. Allegations Management (Whistle Blowing)
4. Anti-Bullying and Hate
5. Prevent Duty

Section 2: CHILD PROTECTION

2.1 Rationale and Collective Duty

Benhall Infant School and Pre-school have a statutory duty to safeguard and promote the welfare of children as described in section 175 of the Education Act 2002. This policy has been developed in accordance with the principles of the Children Act 1989 and 2004 and has due regard to the government guidance: 'Working Together to Safeguard Children' 2018, 'What to do if you're worried a child is being abused' 2015 and 'Keeping Children Safe in Education (KCSIE)' DfE September 2021 as the safety and protection of children is of paramount importance to everyone in this school. In addition, we will abide by the child protection procedures of the Gloucestershire Safeguarding Children Executive (GSCE).

We ensure that all staff have read this policy, part 1, part 5 and the Annexes B and D of 'Keeping Children Safe in Education' 2021. We ensure their understanding through regular quizzes, meetings and updates. Staff who do not work with the children directly will read this policy and Annex A of 'Keeping Children Safe In Education' 2021.

All Benhall Infant School and Pre-School staff seek to protect children from abuse and endeavour to act appropriately when abuse is suspected or identified. Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school. We ensure a safe environment in which children can learn and develop by promoting an environment where children feel secure, are encouraged to talk and know they are listened to.

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers; individuals should never assume that someone else is taking action and sharing information that might safeguard a child. We must report all concerns and all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. For signs of abuse and what to do next see 'What to do if you're worried a child is being abused 2015'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

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We follow the procedures locally agreed by the three safeguarding partners and set out by the Gloucestershire Safeguarding Children Executive and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a DSL for safeguarding (child protection) who has received appropriate training and support for this role and is part of the senior leadership team.
- 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 and identity of the DSL and Deputy DSLs responsible for child protection. Staff have received a safeguarding induction within their first 7 days of employment.
- Ensure all staff, Governors and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL or DDSL.
- 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.
- 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 records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- 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.
- Ensure that all staff have read and understood part 1, part 5 and Annexes B and D of Keeping Children Safe in Education 2021 and this Safeguarding Policy.
- Ensure that all staff have read and understood the school's offer of Early Help which may benefit a child who:
 - Is disabled and has specific additional needs
 - Has special education needs (whether or not they have a statutory Education, Health Care Plan)
 - Is a young carer
 - Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - Is frequently missing/goes missing from care or from home

- - Is at risk of modern slavery, trafficking or exploitation
 - Is at risk of being radicalised or exploited
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is a privately fostered child

Governors support the Headteacher in ensuring the safety of the schools community by upholding the Safeguarding Policy. The Governor with responsibility for the safeguarding of children meets regularly with the Headteacher/DSL to discuss issues related to safeguarding across school.

2.2 Responsibility for the Policy and Procedure

2.2.1 Role of the Governing Body

The Governing Body:

- has in place a Safeguarding policy and other related procedures
- has appointed a senior member of staff to act as the Designated Safeguarding Lead (DSL) and there is a specific job description for the role
- understands the role of the DSL
- has appointed a Designated Teacher for Looked After Children (LAC)
- has nominated a Safeguarding Governor to liaise with the Designated Safeguarding Lead
- evidence any discussion when shaping the Safeguarding policy in Governing Body minutes
- has read KCSIE September 2021 Part 1, 2, 5 and Annex B and D and has identified a 'mechanism' is in place to assist staff to understand Part 1.
- has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy
- has in place safer recruitment procedures that help deter, reject or identify people who might abuse children. These include:
 - appropriate use of reference checks on new staff and volunteers
 - that all staff have been made aware of their responsibilities under 'Disqualification under the Childcare Act 2006'
 - there is at least one person on every interview panel that has completed safer recruitment training and this is repeated every five years
 - further checks to ensure any manager is not prohibited from engaging in a 'management role'
 - prohibition checks undertaken for any staff in 'teaching work' (not just those with QTS)

- - checks of the TRA (Teaching Regulation Agency) Teacher Services system for any restrictions imposed by countries in the European Economic Area (EEA) (go to <https://teacherservices.education.gov.uk>)
 - checks that agency workers presenting at the school are the same person whom the agency has provided checks for (evidence ID has been checked)
 - all school governors have had an enhanced DBS check and barred list check if also in regulated activity (evidenced in the Single Central Record (SCR))
- has in place procedures to deal with allegations of abuse against members of 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
- nominated the Chair of Governing Body to deal with any allegations of abuse made against the Headteacher and ensure all staff know how to contact (without going through a senior member of staff) the Chair if they have concerns
- ensure contact details for the Local Authority Designated Officer (LADO - Nigel Hatten GSCB 01452 426994) is easily available and added to relevant policies
- has undertaken appropriate safeguarding training annually which will be updated regularly as necessary
- will ensure that the Headteacher, school personnel and volunteers undertake safeguarding training annually which will be updated regularly as necessary
- should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This should be evidenced in Governing Body minutes and curriculum planning and lesson plans
- will annually review all safeguarding policies and procedures
- has responsibility for the effective implementation, monitoring and evaluation of this policy
- has the responsibility for ensuring that the school complies with all equalities legislation
- has responsibility for ensuring funding is in place to support this policy
- ensure appropriate filters and appropriate monitoring systems are in place; including review of IT systems to ensure that there is pro-active monitoring of the internet without 'over-blocking' which could lead to unreasonable restrictions as to what children can be taught
- has responsibility for ensuring this policy and all policies are maintained and updated regularly
- has responsibility for ensuring all policies are made available to parents/carers via the school website or through other means

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- should ensure clear systems are in place for identifying possible mental health problems, including routes to escalate an clear referral and accountability systems

2.2.2 Role of the Headteacher

- ensure the implementation of this policy, all procedures and other related policies
- ensure everyone connected with the school is aware of this policy
- work closely with the Deputy Designated Safeguarding Lead (DDSL) and Designated Safeguarding Governor (DSG)
- ensure the DSL role is stipulated in the Job Description and the DDSL has a copy
- Ensure that either the DLS or a DDSL is available to discuss safeguarding issues
 - ensure DBS checks are undertaken for everyone working in regulated activity with children in the school ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures (see GSCB annual audit of Safeguarding policy and procedures)
- ensure that all new staff undertake induction (including Safeguarding induction within 7 days of employment) training in child protection procedures and are given a copy of the first chapter of 'Keeping Children Safe in Education' September 2021, Appendix A "Further Information" and 'What to do if you're worried a child is being abused' 2015.
- regularly report to the Governing Body and keep them updated about child protection issues (maintaining confidentiality)
- undertake training in safeguarding and child protection at least annually and is regularly updated
- provide leadership and vision in respect of equality
- provide guidance, support and ensure all staff are adequately trained and updated at least annually
- liaise with the LA Designated Officer if there are any allegations against a member of staff
- ensure the curriculum equips children to keep themselves safe, develop the skills they need to recognise and stay safe from abuse, actively promotes equality and diversity and fundamental British values, tackles bullying and discrimination and ensures the current and changing risks to children are addressed
- monitors the effectiveness of this policy
- works with the Designated Teacher to ensure LAC fulfil their full academic potential

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- provide opportunity for support and counselling if a member of staff feels distressed from being involved with a case or incident

Role of the Designated Safeguarding Lead (DSL)

- deal with all cases of concern and suspected or actual significant harm
- make appropriate child protection referrals to Children's Social Care/MASH and keep records of all referrals
- The DSL should work with agencies in line with Working Together to Safeguard Children. NPCC - When to call the police should help the DSL understand when they should consider calling the police and what to expect when they do.
- ensure that this policy is implemented effectively
- ensure everyone connected with the school is suitably inducted, made aware of this policy and has read the first chapter of 'Keeping Children Safe in Education' September 2021 and 'What to do if you're worried a child is being abused' 2015
- work closely with the Headteacher and the nominated Governor
- work closely with the Designated Teacher for Looked After Children (LAC), to ensure LAC reach their full academic potential
- be trained in child protection policy and procedures and multi-agency working and attend training suitable for their role at least every two years; and in addition keep up-to-date with safeguarding developments at least annually
- keep separate confidential records of all those pupils known to be at risk or in need of early help and store these records until the child's 25th birthday
- familiarise school personnel with the policy and procedures
- co-ordinate action within the school
- liaise with social care and other agencies and ensure the school provide reports and are represented at multiagency meetings and child protection case conferences
- transfer the child protection file of any pupil leaving to join another school (separately from the main school file). A copy of the CP file must be retained until the new school acknowledges receipt of the original file; the copy can then be shredded
- provide support for any child at risk
- act as a source of advice within the school
- keep up to date with any changes in legislation and all new guidance on safeguarding children
- keep all school personnel up to date with any changes to procedures
- organise appropriate training for school personnel and Governors
- ensure all incidents are recorded, reported and kept confidential
- keep all paperwork up to date
- report back to the appropriate school personnel when necessary

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- annually review the policy with the DDSL and Nominated Safeguarding Governor

2.2.3 Role of the Designated Safeguarding Governor (DSG)

- work closely with the Headteacher, DSL and DDSL
- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Gloucestershire Safeguarding Children Executive procedures
- ensure that everyone connected with the school is aware of this policy
- take responsibility for the oversight of procedures relating to handling allegations against school personnel and volunteers
- take responsibility for taking action according to the school's procedures and those of the GSCB where there are allegations against the Headteacher
- ensure recruitment of school personnel and volunteers is in line with the Safer Recruitment Policy
- undertake safeguarding training that is regularly updated

2.2.4 Role of School Staff & Volunteers

- recognise that child protection is a main responsibility for everyone working with children, including supply staff
- treat children's welfare with utmost importance
- identify children who would benefit from 'early help' and follow the school's Offer of Early Help as a guide
- encourage self-esteem and self-assertiveness
- foster positive relationships between children and staff
- be aware of changes in behaviour (consider abuse and neglect as possible reasons for this)
- be aware of the background of the children in their care (as appropriate and on a need to know basis)
- become aware of this policy and safeguarding procedures during induction, from the reading the staff handbook and from training
- be responsible for reading chapter one of 'Keeping Children Safe in Education' September 2021, and 'What to do if you're worried a child is being abused' 2015
- be aware of the names of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and the Governor Designated Safeguarding Lead and understand the roles
- be trained in identifying signs of harm and abuse and the effects of abuse and neglect on children which will be updated regularly as necessary
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect
- have an understanding of why pupils with SEND are more vulnerable to abuse and neglect

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- know how to report any suspected case of harm or abuse
- respond immediately to any child
- report any concerns to the Designated Safeguarding Lead or those providing cover. (In exceptional circumstances any member of staff can make a referral and should know how to do this)
- know what to do if a child makes a disclosure
- be kept up to date with changes in procedures
- be prepared to attend multi-agency meetings and contribute to reports
- ensure that they conduct themselves correctly at all times, maintain professional boundaries and do not put themselves or others at risk
- report and deal with all incidents of discrimination
- report any concerns about the conduct of other staff and volunteers to the Headteacher and know how to contact the Chair of Governors with concerns about the Headteacher
- receive support and counselling if they feel distressed from being involved with a case or incident

2.2.5 Role of Pupils

- follow any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and around bullying, and how they relate to others
- be made aware of basic safeguarding procedures in school such as visitors signing in and wearing visitor badges
- learn how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media
- through personal, social, moral, cultural and spiritual development, including through access to cultural experiences become well prepared to respect others and contribute to wider society and life in Britain today know who to speak to in school if they have concerns of their own or about others

2.2.6 Role of the School Council

The School Council will be involved in:

- discussing aspects of this policy during the school year, including how children feel safe; know how to keep themselves safe and who to talk to in school about concerns.

2.2.7 Role of Parents/Carers

- to work closely with the school to establish excellent home-school relationships
- to be aware that the school has a responsibility for the welfare of all our pupils
- to be aware that the school has a duty to involve Social Care if the school has any concerns about a child

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- to be aware that they will be informed of any actions the school takes involving their child(ren) unless to do so could put their children at greater risk.
- Periodically we will ask parents/carers if:
 - they have any concerns about the safety of their child when in school
 - they feel enough time is given for children to learn how to keep safe
 - they know who to talk to if they have any concerns
 - they feel their views are listened to and acted upon

2.2.8 Partnerships with Parents/Carers

The Designated Safeguarding Lead:

- will ensure that parents are aware of this policy and that it is available via the school website
- will respect parents and children's need for privacy
- will respect families from different backgrounds and cultures as long as it does not put the child at risk
- when making a referral will share all information with parents unless it places the child at risk, hamper a criminal investigation or in cases of suspected sexual abuse or fabricated and induced illness

2.2.9 Others (including supply teachers)

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

2.3 Reporting Concerns

If a pupil **makes a disclosure**, then the member of the school personnel must:

- listen to the pupil
- remain calm
- offer reassurance
- not ask the pupil to remove or adjust clothing if bruises are observed
- not ask leading questions
- let the pupil speak freely
- accept what has been told them without challenge
- not offer opinion or criticise or lay blame
- reassure the pupil at the end of the disclosure, telling them that they have done the right thing
- not promise confidentiality but inform them that other people may need to be told
- record accurately and factually what the child has said in note form using the child's own words
- record observed injuries or bruises on a map of the body (but not take photographs)
- record the incident on CPOMS
- notify the Designated Safeguarding Lead who will seek advice from Social Care/MASH 13

If a member of the school personnel suspects that a child may be a victim of abuse, then they must record accurately and factually what they have seen on CPOMS. The Designated Safeguarding Lead will then:

- decide whether to take this referral further or to monitor the situation
- inform the person making the initial referral of his/her decision
- prepare in readiness for a case conference/core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers

If a **parent makes a disclosure** to school, then the Designated Safeguarding Lead:

- will meet with the parent writing down all details
- will assure the parent that the school will take the matter seriously
- will inform the parent that she will have to take advice from the Designated Officer in the Local Area (LADO - Nigel Hatten GSCB 01452 426994) about the disclosure
- will get back to the parent when a decision has been taken on how to proceed

2.4 Referrals

Referrals are generally made by the DSL (anyone can make a referral) to The Multi Agency Safeguarding Hub (MASH) or Children's Social Care Department for the area in which the child lives. **The Front Door (previously Children's Help Desk) Tel: 01452 426 565.** If you are a professional and have concerns about the immediate safety of a child, please choose option 1. If you are a member of the public and need advice, please choose option 2. If you work with children and need advice (Children's Practitioner Advice Line) please choose option 3.

If you make a referral, go to the Gloucestershire Safeguarding Children Executive's website at www.gscb.org.uk to complete the multiagency service request form (MARF).

If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible. The local authority should make a decision about what course of action they are taking within 24 hours and let the referrer know the outcome. Staff should follow up if that does not happen.

For information about resources for children living within Gloucestershire then please visit the Family Information Service Website.

<http://www.gloucestershire.gov.uk/health-and-social-care/children-young-peopleand-families/family-information-service-fis/>

There is an online tool allows staff to insert a child's home postcode and directs them to the local children's social care contact number and out of hours numbers for that area. <https://www.gov.uk/report-child-abuse-to-local-council>

2.5 Supporting Pupils

We support pupils who have been abused in accordance with his/her agreed child protection plan. 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 and shame. 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 policy which is aimed at supporting vulnerable pupils in the school
- ensuring 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 and The Virtual School
- ensuring, 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
- For pupils that are on Child Protection Plans the relevant social worker will be notified of an unexplained absence of more than two days.

2.6 Support for staff

School personnel and volunteer helpers who feel distressed from being involved with a case or incident can receive support and counselling via Health Assured 08702402530.

2.7 Confidentiality and Security of information

All matters relating to child protection are confidential. School personnel have a professional responsibility to share information with other professionals who are investigating a case of significant harm and must abide by the government guidance 'Information sharing' 2015. Parents are made aware of any intention to refer their child to Social Care unless to do so would put the child at greater risk of harm, or impede a criminal investigation and Social Care are consulted if we are not sure. A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information may not be able to be kept secret. The child must be reassured that the information will be shared initially with the Designated Safeguarding Lead who will decide what will happen next. All child protection paper records will be kept in a secure place and separate from the main school file.

2.8 Multi-Agency Meetings

The DSL or DDSL will attend or ensure the school is represented at:

- all Child Protection Case Conferences (with other appropriate members of staff)
- all Core Group meetings once a child has a Child Protection Plan
- Team around the Child (TAC), Child in Need (CIN) or any other professional meetings

On rare occasions if attendance is not possible school will provide a report.

2.9 Pupils Transferring to and from another school

The following procedures will take place if a pupil with a Child Protection Plan transfers to another school:

- the case social worker will be contacted by the Designated Safeguarding Lead
- child protection records will be passed on (separately from the main school file) to the Designated Safeguarding Lead at the receiving school (records should always follow the child), and CPOMS records will be transferred if the receiving school uses CPOMS.

The following procedures will take place if a pupil transfers from another school:

- school records are requested and chased up if necessary
- if the pupil has a Child Protection Plan the DSL will contact the case social worker
- an electronic transfer of records will be requested if the previous school has CPOMS.

2.10 Private Fostering

The DSL will notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted.

2.11 Safer Recruitment Practice

Accredited Persons: Nicky Morris, Rebecca Bilton, Pat Palmer

Benhall Infant School expects all staff and volunteers to share the commitment to safeguarding and promoting the welfare of children and young people

Our recruitment and selection procedures help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them.

The main elements of this process include:

- Ensuring the job description makes reference to the responsibility for safeguarding and promoting the welfare of children
- Ensuring that the person specification includes specific reference to suitability to work with children
- Obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies
- Obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns
- Ensuring that any electronic references received are from a legitimate source

- Ensuring that internal references are requested prior to interview (where possible) and that references received are from someone in authority and not a colleague
- Ensuring that references are sought from both the most recent employer and the most recent educational setting (when applicant not currently employed in education)
- A face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post
- Giving both the Brief Summary of this policy and the Safeguarding Quick Reference Guide to all candidates on arrival for interview
- Verifying the successful applicant's identity
- Verifying that the successful applicant has any academic or vocational qualifications claimed
- Checking his or her previous employment history and experience
- Verifying that she/he has the health and physical capacity for the job
- The mandatory check of List 99 and/or the Protection of Children Act (PcCA) List, and where appropriate, an Enhanced Disclosure via the DBS
- Maintenance of Single Central Record for all staff and some volunteers

2.12 Occasional Adults

All visitors who sign in to the school are given the Brief Summary of this policy and the Safeguarding Quick Reference Guide on arrival.

There may be occasions when the children come into contact with adults who are unknown to them e.g. coach drivers. On these occasions school takes all possible precautions to ensure that no children are left alone with these adults at any time.

Volunteers no longer need to have a DBS check. Volunteers are given the Brief Summary of this policy and the Safeguarding Quick Reference Guide as part of their induction. They can come on trips but must not take a group to the toilet or anywhere else without a member of staff present. Children must not go into public toilets without a DBS cleared adult. They can be with children in an open space within school e.g. the corridor, but must not be alone with children in a room with the door shut. Volunteers who have had a DBS check at Benhall Infant School may be alone with children.

2.13 Photographs / Videos of Children

When children are admitted to Benhall Pre-school and/or School parents are asked on the admission form whether they agree to photographs and videos being taken of their children and used in various contexts including the school website. This information is always checked before each occasion photographs are taken and only children whose parents have consented are used. The admission form also

emphasises that parents should not post photographs or videos taken of children in school on social networks and/or the internet. By signing the admission form parents are agreeing to abide by this safeguarding control.

Likewise the admission form states 'that parents are NOT to post comments about school staff on social networks or the internet. Failure to abide by this rule may result in legal proceedings.'

Mobile phones may not be used by anyone during teaching time and must be switched off and put away. If a member of staff wishes to use their mobile phone at break time or lunchtime they can be used in the resource room.

Volunteers/students and visitors to school are required to leave their mobile phone in the school office.

2.14 Training

Training organised or approved by the Designated Safeguarding Lead will take place for school staff, volunteer helpers and governors:

- as part of the induction process
- during NQT induction
- throughout the academic year

All school staff are required to undergo child protection training that is regularly updated. They will also receive regular safeguarding and child protection updates as required but at least annually on matters such as:

- child protection issues
- recognising signs of abuse
- understand the reasons disabled children are more susceptible to abuse
- handling disclosures
- prevent and channel
- safer working practice

2.15 Physical Handling

Staff at Benhall Infant School accept that physical restraint is only used as a last resort when the action is in self-defence; where there is a developing risk of injury; significant damage to property; or where a pupil is behaving in a way that is compromising good order and discipline. Other strategies and techniques will be used before the application of restraint. (See Physical Handling Policy)

2.16 SEND

Three times more likely to be abused, these children can have a vast range of complex needs, from physical difficulties and sensory impairments to communication and interaction difficulties and difficulties with cognition and learning. Additional barriers can exist when recognising abuse and neglect in this group of children.

We recognise:

- assumptions can be made 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 may prevent them from disclosing abuse.

We recognise that additional resources (e.g. a signer) may be required for these children to have the opportunity to give their account of abuse and their wishes and feelings heard. The staff who best understand their condition and difficulties should support them throughout an investigation. All staff should be trained to understand the reasons these children are more susceptible to abuse and any member of staff working directly with a disabled child should undergo additional GSCB training. Safeguarding disabled children; practice guidance: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

2.17 Peer-on-Peer Abuse

We recognise that children are capable of abusing their peers; children with intrafamilial abuse in their histories, living with domestic abuse, LAC and children who have suffered bereavement, feature as those who may abuse or have been abused by their peers, but this can happen to any child. Our staff training ensures we are all aware of the definitions of peer-on-peer abuse and the possible signs.

1. Domestic abuse relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
2. Child sexual exploitation captures young people aged under - 18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person

3. Young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)
4. Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Executive 2009)
5. Child on Child 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 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 sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

The term peer-on-peer abuse can refer to all of these definitions as well as cyber, racist, homophobic or gender related issues. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people's experiences.

We recognise that abuse is abuse and will not be tolerated or passed off as 'banter' or 'part of growing up'. We also recognise our children are very young and any incidents need to be handled with a sensitivity that will support them in learning how to treat their peers respectfully.

We will:

- apply the child protection procedures to both the victim and alleged abuser (under 18 years of age)
- put the victim's welfare first if there is any conflict of interest
- ensure all abusers are held accountable for their behaviours
- ensure early referral and intervention
- recognise that comprehensive assessment and therapeutic intervention by skilled child care professionals is needed.
- respond to child on child sexual violence and sexual harassment using the DFE guidance '*Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads*

2.18 Racist Incidents

All racial incidents, including racial comments or abuse, will be reported immediately to the Headteacher. Such incidents will be regarded as extremely serious and recorded in the school log that is required by Gloucester County Council. The log will be passed on to Gloucester Education Authority. The parents/carers of the perpetrator of any racial incident will be informed immediately, by telephone if

possible. The parents/carers of the victim will also be contacted to explain what has happened and how it has been dealt with. School follows the county council guidelines and procedures for dealing with and reporting racist incidents in schools. Pupils must understand that any form of racism will not be tolerated in our school. (See Relationships Policy)

2.19 Forced Marriage

It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. This is an entirely separate issue from arranged marriage. Young men and women can be at risk in affected ethnic groups. Allegations may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either Children's Social Care/MASH or the Forced Marriage Unit 020 7008 0151.

2.20 Female Genital Mutilation (FGM)

FGM comprises 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 (World Health Organisation - WHO). All school staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in the UK, an extremely harmful practice and a form of child abuse. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty on teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18 (by disclosure as school staff should not be examining pupils). Those failing to do so will face disciplinary sanctions. The mandatory reporting duty came in to force on 31st October 2015 and teachers **must personally report to the police** (and inform the DSL) a disclosure that FGM has been carried out. Unless there is good reason not to they will discuss cases with the DSL who will involve children's social care/MASH as appropriate.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl

- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action without delay and call Children's Social Care/MASH. See Female genital mutilation; multi-agency practice guidelines

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

2.21 Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity a) in exchange for something the

victim needs or wants, and/or b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Revised definition February 2017)

As staff at a school we recognise that we come into contact with many different people in the community and need to be aware of CSE and the possible signs. The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership

- injuries from physical assault, physical restraint, sexual assault.

2.22 Honour Based Violence (HBA)

HBV is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with traditional beliefs or their culture. HBV can include domestic abuse, threats of violence, sexual or psychological abuse, being held against your will, FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be treated as any other type of abuse and reported immediately to the DSL.

HBV might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that are not traditional within their culture

HBV can affect both sexes although women and girls are the most common victims.

2.23 Children Missing Education (CME)

A child going missing from education, particularly on repeat occasions, is potentially at risk of abuse or neglect, including sexual abuse or exploitation, and may also be an indicator of travelling to conflict zones, FGM and forced marriage. School will take action to help identify the risks of abuse and neglect and to help prevent the risk of their going missing in future.

School will investigate any unexplained absences. School monitors attendance closely and addresses poor or irregular attendance. Pupils' poor attendance is referred to the local authority. School enters pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity. (See Pupil Attendance Policy)

School holds more than one emergency contact for all pupils.

School will inform the Local Authority of any pupil who is going to be deleted from the admission register where they:

- are being home educated

- have ceased to attend and no longer live within reasonable distance of the school
- have been certified by the school medical officer as unfit to attend school
- are in custody for more than four months and school does not believe they will be returning to school after the end of that period; or
- have been permanently excluded.

All schools must inform the Local Authority of any pupil who fails to attend school regularly, or has been absent for a continuous period of 10 school days or more.

School will refer to the guidance Children Missing Education

<https://www.gov.uk/government/publications/children-missing-education>

2.24 Domestic Abuse

The definition changed in 2013 (Home Office circular 003/2013) to 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality'. The signs and symptoms of a child suffering or witnessing domestic abuse have been likened to post-traumatic stress disorder and are similar to other forms of abuse or neglect. (See Appendix 1)

This can encompass but is not limited to the following types of abuse;

- psychological
- physical
- sexual
- financial
- emotional

We use the term domestic abuse to reflect that in addition to violence, a number of abusive and controlling behaviours are involved. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

This definition includes honour based violence (HBV), female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

When dealing with Domestic Abuse we need to be aware of the Multi-Agency Risk Assessment Conference (MARAC). The process is open to all partner agencies, both statutory and voluntary, who are engaged with the safeguarding of victims and their families from domestic abuse. The MARAC is a best practice model, rolled out nationally, to respond to high risk victims of domestic abuse. It is a process that facilitates the sharing of multi-agency information and a collaborative assessment of risk and action planning to reduce serious harm to victims of domestic abuse.

The key aims of the MARAC are:

- To share information to increase the safety, health and wellbeing of victims and their children/dependants.
- To jointly construct and implement a risk management plan that provides professional support to all those at risk and increase safety.
- To reduce repeat victimisation.
- To improve agency accountability.
- To improve support for staff involved in high risk cases.
- To work in partnership, where necessary, to safeguard children and adults.
- To determine whether the perpetrator poses significant risk to any particular individual or to the general community, linking when necessary to the MAPPA process. (MAPPA stands for Multi-Agency Public Protection Arrangements. It is the process through which the Police, Probation and Prison Services work together with other agencies to manage the risks posed by violent and sexual offenders living in the community in order to protect the public.)

The heart of the MARAC is based on the principle that no single agency or individual knows the complete picture of the life of a victim, but all may have insights that are crucial to their safety and that of their children.

2.25 E-Safety

Member of Staff Responsible: Understanding the World Learning Leaders & Senior Leadership Team. Please refer to the E-Safety and Acceptable Use policy for guidance.

The risks to our children through the misuse of information technology include;

- inappropriate contact: from people who may wish to abuse, exploit or bully them
- inappropriate conduct: because of their own and others' online behaviour, e.g. the personal information they make public on social networking site, cyberbullying
 - inappropriate content: being able to access sexually explicit, racist, violent, extremist or other harmful material, either through choice or in error
 - commercialism: being the targets of aggressive advertising and marketing messages
 - enabling viruses and spyware by careless or misinformed use of their or others' computers, smartphones, tablets or games consoles.

2.26 Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. As staff at a school we recognise that sexting is a possibility in our wider school community. Staff need to be aware of the implications of sexting, and how once a picture has been sent, this image can never be fully removed from the world-wide web. Sexting can be damaging to the

emotional well-being, especially of young people, and could lead to blackmail, bullying and harm. Sexting is illegal and could lead to police involvement. All staff need to comply with the school Code of Conduct including safe use of information technology. All incidents of sexting will be recorded, together with the actions taken.

2.27 Related Issues

As a school we recognise our responsibility to work with other agencies on all the safeguarding issues outlined above. This work may also include:

- Gender Identity and Sexuality
- Fabricated and induced illness
- Gangs and Youth Violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental Health
- Teenage Relationship Abuse
- Trafficking.

2.28 Mental Health

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

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

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

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

2.29 Relationship Education (RSE)

We recognise that teaching safeguarding to children is of the highest importance and this is done through the RSE teaching and learning. Although we aim to teach this within other areas of the curriculum we will ensure that children have an understanding of how to form and foster relationships.

Section 3: ALLEGATIONS MANAGEMENT (Whistle Blowing)

3.1 Rationale and Collective Duty

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 staff, volunteers, students, professionals, supply or agency workers, contractors or governors. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Local Area Designated Officer (LADO - Nigel Hatten GSCB 01452 426994) following the Whistle-blowing Policy.

Allegations regarding the Headteacher should be made to the Designated Safeguarding Governor.

All staff should be aware that they can get advice from the NSPCC Whistleblowing helpline: 0800 028 0285.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable child or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right.

3.1.1.Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

3.1.2 What stops people from whistle blowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

3.1.3 How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why.
- Approach your immediate manager.

- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Local Education Officer for your area.
- Make sure you get a satisfactory response - don't let matters rest.
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

3.1.3a Allegation Thresholds

The thresholds should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

3.1.4 What happens next?

- You should be given information on the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

3.2 Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

3.3 Unfounded allegations

In cases where the LADO determines that the outcome of an allegation management case is 'unfounded' this means that there is evidence to show that the allegation did not happen.

3.3 Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" 'Sounding the Alarm' - Barnardos

Section 4: ANTI-BULLYING AND HATE

This policy covers bullying that could take place amongst our children and also bullying that could take place amongst the wider school community or beyond. It covers all types of bullying (such as disability, mental ill health, cyber, religious, LGBT+, race, Gypsy, Roma and Traveller children and alternative sub culture etc.) Hate in the context of behaviour and attitude has been defined as; "Acts of violence, hostility and intimidation directed towards people because of their identity or perceived difference".

4.1 What is Bullying?

Bullying is when a person is habitually cruel or overbearing, especially to smaller or weaker people by using physical or emotional abuse. In extreme cases prejudicemotivated bullying and harassment can also be considered a hate crime which is punishable by law.

We define bullying as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying can come in several forms, including:

- being called names
- being teased
- being pushed or pulled about
- having money and other possessions taken or messed about with
- having rumours spread about you
- being ignored and left out
- being hit, kicked or physically hurt in any way
- being threatened or intimidated
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger, including sexting and the pressure to do so)

4.2 The Nature of Bullying

- **Verbal** - It is not uncommon for people to experience some form of verbal bullying (being called names or insulted) at some point in their life, however, whatever age you are being called names or insulted can have an effect on your wellbeing.
- **Homophobic** - bullying someone because they are a different sexual orientation from you. Saying that someone is 'gay' or using words like 'gay' as an insult.

- **Racist** - treating people differently because of their race, the colour of their skin, where they are from or what they believe in and using offensive words that describe race to bully people.
- **Sexist**- treating people differently based on whether they are female or male. For example, thinking that boys are better than girls.
- **Sexual** - Sexual bullying is a type of bullying and harassment that occurs in connection with sex. It can be physical, verbal, or emotional. Examples include spreading rumours of a sexual nature, abusive, sexualised name calling and unwelcome looks and comments about someone's appearance or attractiveness; either face to face or to others
- **Disabilist** - treating someone differently if they are disabled, or using offensive language to describe people who are disabled and using this to bully people.
- **Lookist** - bullying someone because they look different such as if they have ginger hair or wear glasses.
- **Classist** - deciding that someone is from a particular social class - usually if they are seen as being rich or poor - and bullying them because of this. For example, calling somebody a, 'chav' or, 'snob'.
- **Age** - treating someone unfairly because of their age eg. not employing anybody over the age of 60.
- **Religion** - discriminating against someone due to their set of beliefs.

4.3 Aims and Objectives

Bullying is wrong and damages the well-being of individuals. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school community. We also recognise our responsibility to have an understanding of hate crime and to report any incidents that occur.

We are fully committed to taking prejudice-based incidents seriously and ensure that all incidents are accurately recorded, monitored and reported, in order to prevent prejudice-based bullying and inform targeted anti-bullying work.

The definitions of a prejudiced based incident and a hate crime are as follows:

A prejudiced based incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of their protected characteristics, which are age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

Hate Incident/Crime is defined:

A hate incident is defined as: "Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice." (College of Policing 2014)

If a criminal offence has been committed the Incident becomes a Hate Crime.

Protected characteristics under current (2019) hate crime legislation are named: disability; race; religion or belief; sexual orientation; and transgender identity. Gloucestershire also includes: age; gender (sex); and alternative subcultures, e.g. homeless.

It is recognised that Hate Incidents/Crimes can have a greater impact on the victim than standard bullying because they have been attacked on account of 'who they are', an element of their core identity. There is also wider invisible impact on those that share that identity who may not themselves have been targeted. For example: If a young person with a disability witnesses disablist bullying towards a peer, he/she may become fearful and anxious about also being at risk, despite never having been directly targeted themselves. All suspected hate incident/crimes are logged on CPOMS and the DSL and DDSLs alerted automatically through this system. The DSL or DDSL will then investigate the incident using support from report the incident to be included in the countrywide data base via GCC. If there is a potential for the incident to be a criminal offence, the procedure notes that Gloucestershire Constabulary should be contacted (e.g. School Beat Officer or your local policing team).

4.4 The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This relationships policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of bullying, and to report to the governors on the effectiveness of the policy and the number of recorded incidents of bullying.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

4.5 The Role Of The Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school

policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying and hate policy.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and to explain how we deal with bullying in school should it occur.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. (See Equality Policy)

4.6 The Role Of The Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They report incidents of bullying to the Headteacher who records the incident in the Bullying Incidents Record Book, which is stored in the Headteacher's room. The Headteacher then acts according to this policy.

If teachers become aware of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the Headteacher, the teacher informs the child's parents/carers.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve support for the victim of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children or is involved in a serious incident, we inform the Headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

We deliver teaching and learning opportunities regarding bullying appropriate to the age of our children through our PSHE curriculum and this develops children's understanding of bullying and how to deal with it effectively.

4.7 The Role Of Non-Teaching Staff

If any member of non-teaching staff - caretaker, cleaner, pupil supervisor, teaching partner, member of clerical staff, student, governor, volunteer or visitor suspect or see bullying, they should report the incident to the victim's class teacher and the perpetrator's class teacher. They should help to comfort the victim where this is appropriate, and ensure that the perpetrator is seen immediately by the class teacher.

4.8 The Role Of Parents/Carers

Parents/carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher. Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Section 5: PREVENT DUTY

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism". The term "due regard" as used in the Act means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism". The Government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".

We have a duty to promote community cohesion which includes an explicit requirement to promote fundamental British values and to promote the spiritual, moral, social and cultural development of pupils, as outlined in our Community Cohesion Policy.

Given the age of our children we believe the risk of radicalisation to our children to be minimal. However all staff and governors undertake Channel General Awareness Prevent Duty training so they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Concerns should be raised with the Headteacher who may make a referral to the Channel Police Practitioner to assess the risk and create appropriate support.

Our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and adults have the right to speak freely and voice their opinions; however, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. It is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Threats from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation and we are clear that this should be viewed as a safeguarding concern. We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

We are aware of the definitions of Radicalisation and Extremism. See Appendix 2 Indicators of Vulnerability to Radicalisation.

5.1 Response

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/or to the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for Staff and Governors to raise concerns around Prevent (020 7340 7264).

BENHALL INFANT AND PRE-SCHOOL - FIRE REGULATIONS

There will be a fire practice termly.

The office staff will be responsible for taking to the field beyond the KS1 playground:-

- registers
- class/staff lists
- visitors signing in book
- emergency contact folder
- plan of school

The office staff will be responsible for providing the teachers with their registers at the collection point - gate onto field.

When the fire bell rings children should walk to their previously identified exit in single file and without talking. They should lead out to the playground, still in single file, and line up silently. No child should attempt to take anything with them. There should be no rushing or pushing - it is important to stay calm.

Reception/ Pre-School children should be well prepared for their first fire practice.

All teachers should regularly reinforce fire practice procedures:-

- if in the toilet leave by nearest door - do not stop to flush or wash hands
- if in the Lab & workshop / Library areas leave by the nearest door
- if in the Pre-school/After School Club leave by the exit indicated and walk onto the KS1 playground
- if in the hall leave by the fire exit at the back of the hall. Do not stop to put on shoes etc.
- never go back into school for anything
- remember it is not only flames which are dangerous but also the smoke
- it may be necessary to leave by alternative routes according to the location of the fire
- if leaving Orange or Yellow Class line up and head count in outdoor classroom, then walk around rear school, behind the sheds, to KS1 side, the teacher needs to carry the gate key which hangs by the classroom door
- if leaving Green Class leave by courtyard door, line up and head count in courtyard, then walk along the back of the hall to KS1 side
- the Foundation Stage side children will walk in single file round the back of the school to meet on the playground where the teacher will count heads again. When the class teacher has accounted for all their children the teacher is to raise the register in the air as a signal to the Headteacher
- if leaving Red Class, line up and head count in courtyard, leave through gate and along path around car park. The teacher needs to carry the gate key which hangs by the classroom door
- on reaching the field all classes must line up on the bottom part of the playground, in class lines facing the school
- all doors, i.e. internal fire doors and outside doors, and all windows should be closed by teaching partners
- toilets, library and lab & workshop should be checked by teaching partners
- all adults in school, including clerical staff and parent helpers, should evacuate the building. Parent helpers walking straight out before teachers and teaching partners
- the office staff is responsible for checking all adults are accounted for
- once every child has been accounted for the Headteacher will ask everyone to return to school.
- in the event of a real fire the office staff or Headteacher will contact the emergency services.

Related Safeguarding Policies

- Drug Education and Medicine
- Relationships Policy (Behaviour)
- Educational Visits
- Equality
- E-Safety and Acceptable Use
- GCC Exclusions Guidance
- Helpers in School
- ICT
- Looked After Children
- Lettings
- Physical Handling
- PSHE
- Pupil Attendance Policy
- SEND
- Sex Education
- Staff Discipline and Grievance
- Staff Induction
- Toileting and Continence
- Code of Conduct for Employees

Raising Awareness of this Policy

- The School Website
- The School Handbook
- The School Prospectus
- Meetings with Parents/Carers
- Communications with home such as newsletters
- Headteacher Reports to the Governing Body
- All staff sign to say they've read it
- Regular communication in staff meetings/updates

Monitoring and Evaluation

A continual process of:

- GSCB annual Safeguarding audit
- Gloucestershire online pupil survey
- regular SLT discussion with children and staff
- scrutiny of attendance data
- Headteacher Reports
- Governor Committee and FGB minutes
- reviewing logs of bullying/racist/behaviour incidents • review of parental concerns and parental surveys

Appendix 1

Recognising signs of abuse

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Appendix 2

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which;
 - ☐ Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - ☐ Seek to provoke others to terrorist acts;
 - ☐ Encourage other serious criminal activity or seek to provoke others to serious criminal acts;or
 - ☐ Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - ☐ Identity Crisis - the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - ☐ Personal Crisis - the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances - migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need - students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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Appendix 3

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOP Thinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

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

Safeguarding disabled children; practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

Female Genital Mutilation: [Female Genital Mutilation - Prevent & Protect | NSPCC](#)

Guidance on Sexting: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/?utm_content=buffer4a8f8&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Guidance on Hate crime:

[Hate crime | Communities of interest | Cheltenham Borough Council](#)

Appendix 4

Reference Documents

Working Together to Safeguard Children, DfE 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

Keeping children safe in education: for schools and colleges, DfE 2021:
[Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Information sharing; advice for practitioners providing safeguarding services, DfE 2018
[Information sharing: advice for practitioners \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Female genital mutilation; multi-agency practice guidelines, Home Office and DfE 2014
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Circular: new government domestic violence and abuse definition, Home Office 2013
<https://www.gov.uk/government/publications/new-government-domestic-violence-and-abusedefinition>

BENHALL INFANT AND PRE-SCHOOL SCHOOL SAFEGUARDING POLICY

A brief summary

Date of Last Review: Autumn Term 2020

Date of Next Review: Autumn Term 2021

Benhall Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Please refer to the full policy if you need further advice on Child Protection, Allegations Management, Anti-Bullying and Hate, E-Safety, Health and Safety and Fire Regulations. For further information please see 'Guidance for Safer Working Practice for those working with children or young people in education settings', 'Keeping Children Safe in Education 2019 Part 1' and the GSCB Handbook.

Child Protection:

Please make sure you have been introduced to one of the following people:

Designated Safeguarding Lead (DSL)	Miss Nicky Morris Headteacher
Deputy Designated Safeguarding Leads (DDSL)	Miss Hazel Everett SENCO Miss Rebecca Bilton (Deputy Head) Mrs Linda Bennett (Pre-School)

Please see either of these four if you have any safeguarding concerns. They will discuss the matter and carry out the procedures according to our policy. If a child confides in a member of staff it is important that the member of staff tells the child that they cannot keep the secret but that they must tell the Headteacher or the Designated Person. The

member of staff must then make a written account of what was said on CPOMS, as soon as possible.

Anti-bullying and Hate: Any incidents of bullying must be reported to the Headteacher.

E-Safety: If using the Internet please encourage the children to use it safely, see Safeguarding policy for further guidance.

First Aid and Risk Management: A medical conditions list noting specific children will be drawn up by the Administrator at the beginning of each school year and circulated among all staff. A copy is kept in each classroom in the medical box under the teacher's chair/ in the changing area in Pre-School. A photo of any child who may require an Epipen is on display in the classroom. All staff will administer basic First Aid to the best of their ability. First Aid kits are kept in the kitchen/ changing area in Pre-School. A basic First Aid kit is kept in each classroom, in a cupboard under the sink (marked with a red cross). Individual Risk Assessment and Management documents for any children you are to work with will be given to supply teachers by the class teaching partner.

Accidents: All accidents will be recorded on an accident form. Details of accidents which have been recorded on the accident form should be communicated to parents when the child is collected from school at the end of the day or as soon as possible after this. A copy of the accident forms should be kept in the school office and parents are to be given their copy as soon as possible.

Fire: Please also read the Fire Safety sheet on display in the classroom / teaching areas.

Annex to Child Protection Policy

COVID-19 changes to our Child Protection Policy

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 Lead is: Nicky Morris

head@benhall.gloucs.sch.uk

Personal mobile: 07973953334

The Deputy DSL/s are: Hazel Everett and Rebecca Bilton
hazeleverett@benhall.gloucs.sch.uk
rebeccabilton@benhall.gloucs.sch.uk

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 CPOMS in line with the current policy. This will immediately send an email alert to DSL and DDSLs. A member of SLT will either be on site or contactable by phone at all times while school closures are in operation.

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 in Care - individual agreements with carers and Social Worker, mostly involving fortnightly contact
- Children who have previously been Children in Care - individual agreements with carers and SW, mostly involving fortnightly contact
- 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 3 times weekly (to be agreed with Social Worker as to who will undertake these visits).

- 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 - work packs sent home with regular updates provided through Tapestry.

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

Holiday arrangements

School will be open over Easter. 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.

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. For further information please contact Halah Shams El-Din on 01452 328953 or by email halah.shamsel-din@gloucestershire.gov.uk

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.
- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [South West Grid for Learning](#) - 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 02.04.20 and is available on the school website at <https://www.benhallinfantschool.co.uk/>