Safeguarding and Child Protection Policy

The Governing Body of
Norton Church of England Primary School

This policy is reviewed annually
Date updated: September 2022
Next review date: September 2023

Useful Contact Details – In an emergency ring 999

GCSB - https://www.gscb.org.uk/contact-gsce-and-sign-up-for-gsce-alerts/

MASH (Multi Agency Safeguarding Hub) – 01452 426565

Community Social Workers (Team Manager – Nick Bollington M: 07464 654655)

Tewkesbury – Nichola Spear M: 07785604872. Mon 9-5, Tues 9-1, Weds 9-1	Gloucester - Debbie Webb M: 07947 505664 / Nick Richardson Mobile: 07769 361867	Cheltenham – Sophie Morgan M: 07584 377898
North Cotswolds and Stroud - Beverley Pitter M: 07760 172829 South Cotswolds - Mandy Hollands M: 07587 614861. Tues, Weds & Friday	Stroud – Brian Devers-Martin M: 07899994759. Mon 9am to 1pm, Tues and Thurs	Forest of Dean - Keira Shortman M: 07786 701973

Early Help Co-ordinators

Tewkesbury	**01452 328251**	**tewkesburyearlyhelp@gloucestershire.gov.uk**
Cheltenham	**01452 328160**	**cheltenhamearlyhelp@gloucestershire.gov.uk**
Cotswolds	**01452 328101**	**cotswoldsearlyhelp@gloucestershire.gov.uk**
Forest of Dean	**01452 328048**	**forestofdeanearlyhelp@gloucestershire.gov.uk**
Gloucester	**01452 328076**	**gloucesterearlyhelp@gloucestershire.gov.uk**
Stroud	**01452 328130**	**stroudearlyhelp@gloucestershire.gov.uk**

CONTENTS

FOREWORD

 Safeguarding is the responsibility of <u>EVERYONE</u> at Norton Primary School.

Everyone at Norton Primary School fully recognises their responsibility, under section 175 of the Education Act 2002, to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess and support those children who may be suffering harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: 'Working together to safeguard children' (DfE 2018) and 'Keeping Children Safe in Education' (DfE guidance September 2020). All staff are required to read and acknowledge that they have read and understood, Part 1 and Annex A of the document.

This policy also takes on board procedures and guidance set out within the 'Working Together' publication which reflects the national and local move to the use and development of 'Safeguarding Partners'.

This Safeguarding Policy applies to all Governors, employees (including supply and peripatetic staff), volunteers and people using the school.

There are three main elements to our school's safeguarding approach:

1. **PREVENTION**
   *   **A positive and safe school environment**
   *   **Good adult role models**
   *   **Careful and vigilant staff**
   *   **Accessible pastoral care and support to all pupils**

2. **PROTECTION**
   *   **Agreed procedures that are understood and followed**
   *   **Staff are trained and supported to respond appropriately and sensitively to safeguarding concerns**

3. **SUPPORT**
   *   **To pupils, who may have been at risk of significant harm**
   *   **An appropriate response by staff to address these concerns and to undertake any work that may be required**

SECTION.1 AIMS AND EXPECTATIONS

1.1 AIMS

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

1.2 EXPECTATIONS

Staff, volunteers & Governors work together in partnership with pupils and parents to:

- Maintain and continue to create an environment in which all children and young people feel safe, secure, valued and respected and where they can learn and fully develop.
- Establish and maintain an environment where children are encouraged to talk, and are listened to when they have a worry or concern. Ensure children know they can approach a trusted adult at Norton Primary School if they are worried.
- Ensure our children are equipped with the skills they need to keep themselves safe.
- Ensure all Norton Primary staff members maintain a **culture of vigilance** and have an attitude of **'it could happen here'** where safeguarding is concerned and that when issues arise about the welfare of a child, staff members always act in the interests of the child.
- Establish and maintain an environment where school staff and volunteers are encouraged to share and are listened to when they have concerns about the safety and well-being of a child.
- Ensure that all staff know the procedures for reporting a concern or making a child protection referral and that staff are well equipped to spot signs of abuse or a child in need of early help for a variety of reasons.
- Ensure that all staff are prepared to identify children who may benefit from early help.
- Ensure that any children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse or from other areas of risk as part of a broad and balanced curriculum.
- Contribute to the Spiritual, Moral, Social and Cultural (SMSC) development of children as well as other key aspects of a young person's well-being and mental health (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being).
- Ensure that we have suitable staff by adhering stringently to safer recruitment processes and ensuring any unsuitable behaviour is reported and managed quickly using the Allegations Management procedures.

SECTION.2: STATUTORY FRAMEWORK

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2022) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

- Requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

- The locally agreed multi-agency procedures that have been put in place by the 3 safeguarding partners that form the GSCE

This policy should be read in conjunction with:

- the school behaviour policy;
- the staff behaviour policy known at Norton Primary as the Staff Code of Conduct;
- the safeguarding response to children who go missing from education;
- specific guidance about the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

The child protection policy induction pack includes all relevant documentation and guidance and is updated on an annual basis to reflect both regional and national changes.

SECTION.3 DEFINITIONS

Safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed.

What is meant by 'Safeguarding'?

Safeguarding and promoting the welfare of children is defined as:

1. *protecting children from maltreatment.*
2. *preventing impairment of children's **mental and physical health or development** (additional wording in bold).*
3. *ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and*
4. *taking action to enable all children to have the best outcomes.*

Keeping Children Safe in Education September 2021

What is meant by 'Child protection'?

'Child protection refers to part of safeguarding and promoting welfare. This 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

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Children includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)

- A clinical commissioning group for an area within the LA

- The chief officer of police for a police area in the LA area

SECTION.4: OUR COMMITMENT TO EQUALITY

Everyone at Norton Primary will make sure that all children and young people have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. This policy supports our commitment to anti-discriminatory practice, recognising the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities

- Are young carers

- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

- Have English as an additional language

- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

- Are asylum seekers

- Are at risk due to either their own or a family member's mental health needs

- Are looked after or previously looked after

Children potentially at greater risk of harm may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. We fully recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

SECTION.5: ROLES AND RESPONSIBILITIES

5.1 All Staff

All staff will read and understand Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this Safeguarding and Child Protection Policy, the staff behaviour policy known at Norton Primary as the 'Staff Code of Conduct', the role and identity of the Designated Safeguarding Lead (DSL; Jane Farren) and deputy (Rosie Eaton), the Behaviour Policy, and the Safeguarding Response to Children who go Missing from Education

- The Early Help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

- The expectations as set out within Safer Working Practice and that they are working within this, that relevant training is given and advice, guidance or sanctions applied where guidance is not followed

- Any breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

5.2 Designated Safeguarding Lead (DSL: Jane Farren)

At Norton Primary, the Designated Safeguarding Lead (DSL) is a senior member of staff from the school leadership team, designated to take lead responsibility for:

- Safeguarding and child protection (Headteacher leads on allegations against staff)
- Keeping secure Child Protection, Child in Need and other plans, write records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Inducting staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understanding (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Gloucestershire Safeguarding Children's Executive (GSCE)
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings

- Undertaking a safeguarding evaluation/audit, report to the Leadership Team and Governing Body.

The DSL and Deputy DSL will always be available for school stakeholders (both in person, telephone or through email) in the school to discuss any safeguarding concerns.

Current DSL and DDSL responsibilities at Norton Primary:

DSL (Designated Safeguarding Lead) and designated teacher for CIC (Children in Care), CSE (Child Sexual Exploitation) and PREVENT duty is:

Mrs Jane Farren (Headteacher)   head@norton.gloucs.sch.uk 01452 730531

The overall responsibility for safeguarding and child protection rests with the DSL and this responsibility cannot be delegated (as per KCSIE September 2022).

Deputy DSL is: Rosie Eaton reaton@norton.gloucs.sch.uk

5.3 Governors

Norton Primary has a Nominated Safeguarding Governor who takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead and Chair of Governors on safeguarding issues.

The responsibilities of the Governing body in relation to safeguarding are outlined in KCSIE'22 and Ofsted's, Inspecting safeguarding in early years, education and skills settings.

At Norton Primary, the Governing Body plays a crucial role in that it must ensure that governors comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training at our school are effective and comply with the law at all times.

The nominated governor for safeguarding & child protection including CSE, Prevent Duty and Children in Care at Norton Primary is: Mrs Elizabeth Humphris   e.humphris@norton.gloucs.sch.uk

The responsibilities placed on the governing body include:

- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensuring that an effective Safeguarding and Child Protection Policy is in place, together with a Staff Code of Conduct
- Making sure that children are taught about how to keep themselves safe
- Contributing to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

- Ensuring that the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

- Ensuring that a senior leader has Designated Safeguarding Lead (DSL) responsibility.

- Ensuring that all other staff have safeguarding training updated as appropriate (minimum of annual).

- Ensuring that any weaknesses in provision for child protection are remedied immediately.

- Ensuring that a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.

- Ensuring that Safeguarding and Child Protection policies and procedures are reviewed annually and that the Safeguarding and Child Protection Policy is available on the school website or by other means.

- Ensuring that The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through Relationships and Sex Education (RSE)

- Ensuring that an enhanced DBS check is in place for all Governors and that all members of the governing body have had a section.128 check completed.

- Ensuring that the DSLs who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training to be renewed every 5 years.

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

- Ensuring that all members of staff are trained in e-safety and how to report concerns and receive regular updates through CPD or school based training.

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

- Ensuring that all members of staff, including supply teachers, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Safeguarding/ child protection Induction pack.

- Ensuring that all parents/carers/guardians are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, on the school website.

- Ensuring that the Governing Body will ensure that child protection type concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer Nigel Hatten, who is supported by Tracy Brooks and Jenny Kadodia, the Allegations Management Co-Ordinators. Nigel can be contacted on 01452 426994 or nigel.hatten@gloucestershire.gov.uk and Tracy can be contacted on 01452 426320 or tracy.brooks@gloucestershire.gov.uk.

- Ensuring that the school's procedures are regularly reviewed and up-dated.

- Ensuring that the name of the designated members of staff for Child Protection, the DSL Officer, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

5.4 Pupils

At Norton Primary, it is crucial that all pupils are protected and helped to keep themselves safe. To this end:

- All pupils have the right to be protected from abuse and neglect
- All pupils should be confident that they are listened to at all times in relation to safeguarding concerns both relating to themselves or to other children and that these concerns will be acted upon
- Pupils who are being abused, neglected or at risk of harm will be confident to tell people they trust and with whom they feel safe
- All pupils should be confident that they are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination
- All pupils are taught, at an age-appropriate level, key aspects of safeguarding through PSHE (Gloucestershire's PinK Curriculum) as a preventative measure e.g. child sexual exploitation at an age appropriate level, the importance of keeping safe through the NSPCC PANTS programme and resources such as Childline, ThinkUKnow and sessions from the Gloucestershire School Beat police team to develop their understanding of e-safety. As a result of this training, children will be confident to keep themselves safe
- All children play their part in ensuring that behaviour is positive and consistent at all times

5.5 Parents, Carers and Guardians

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted.

- Everyone at Norton Primary is committed to working with parents/carers/guardians positively, openly and honestly
- We ensure that all parents/carers/guardians are treated with respect, dignity and courtesy
- We respect parents/carers/guardians' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child
- We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm
- We encourage parents/carers/guardians to disclose any concerns they may have
- We make parents/carers/guardians aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website
- There is a commitment to work in partnership with parents/carers/guardians and in most situations it may be appropriate to discuss initial concerns with them. It should be recognised that there are circumstances however, where it would be inappropriate to discuss concerns with parents/carers/guardians and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent/carer/guardian may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

5.6 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 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.

- Parent helpers, agency, third-party staff and contractors, will understand that the guidance in KCSIE will be followed at all times

SECTION.6: RECOGNISING ABUSE AND TAKING ACTION

Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection. Please refer to KCSiE'20 pages 22 to 40 where more detailed explanations are given of the categories outlined below.

The school has a responsibility to work with other agencies on all safeguarding issues (both current and possible in the future) which may include:

- **Physical, Emotional and Sexual Abuse**
- **Neglect**

Safeguarding

Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

- **Bullying (including online bullying)**
- **Children and the court system**
- **Children Missing Education (CME)**
- **Children with Family Members in Prison**
- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**
- **County Lines**
- **Domestic Abuse (x-ref to Operation Encompass section 14.1)**
- **Drugs**
- **Homelessness**
- **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**
- **Peer on peer / child on child abuse**
- **Private Fostering**
- **Serious Violence**
- **Mental Health**
- **Preventing Radicalisation (PREVENT)**
- **Sexual violence and sexual harassment between children in schools**
- **Upskirting**

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

6.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral. See Referral process diagrams below for further information as to how this can be done.**

Tell the DSL as soon as possible if you make a referral directly.

6.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions

- Stay calm and do not show that you are shocked or upset

- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner

- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret

- Write up your conversation using the school CPOMS system as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

- Send your write up to the DSL using the school's electronic system CPOMS so that it can be securely shared with key staff. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Again, add this record to CPOMS.

6.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

6.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to the DDSL or a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if

appropriate. Share any action taken with the DSL as soon as possible.

SECTION 7: OUR OFFER OF EARLY HELP

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. We believe that early interventions for children or their families are more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

At Norton Primary, we recognise that any child may benefit from Early Help, but insist that staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to 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
- has a family member in prison

Schools such as ours are best placed to provide up-to-date guidance support and intervention on specific safeguarding issues when and if they arise. We will refer to appropriate agencies when help is required to support children, young people or families or to prevent harm. Families themselves should also feel empowered to make contact with the relevant professionals or agencies should they need help and support.

Our aim at Norton Primary is to help pupils and families as early as possible when issues arise: 'offering the right help at the right time to stop any issues getting worse'. Early Help is an approach not necessarily an action. It includes prevention education as well as intervention where necessary or appropriate. In some cases immediate urgent action might be necessary if a child or young person is at risk of immediate harm.

All staff at Norton Primary are aware of the Offer of Early Help. At all times all staff are asked to consider if there is any Offer of Early Help that we can make in order to help a child thrive. Parents/cares/guardians will also benefit from having the Offer of Early Help information so that they can make decisions about where to go for professional help or support or where to ask questions when any need arises for their family. This applies not only to the children in our care at Norton Primary but extends to families who may have concerns about older siblings.

It should be noted that our early help support will be kept under constant review and consideration will be given to referral to Children's Social Care if the child's situation does not appear to be improving. In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help.

To this end, school staff with designated responsibility for providing early help will:
- Undertake an assessment of the need for Early Help
- Make use of the graduated pathway for early help and service provided by the relevant Early Help Partnership
- Provide early help services e.g. School Nurse, Pastoral support teachers, Inclusion Manager, Family Outreach Worker etc…
- Refer to appropriate services e.g. CYPS
- Ensure that pupils have a choice of staff available to them to listen to their concerns or needs, for example, emotional health needs

All staff will be supported in the following ways:
- Access to relevant training with a focus on how early help can support pupils
- Access to an up-to-date register of early help
- Access to GSCB website – Levels of Intervention
- Support from senior members of staff with specific training in emotional health and well-being

> **If <u>anyone</u> thinks a child or young person is at immediate risk of significant harm they should always call 999. Anyone can do this. In the case of needing medical help fast dial 111.**

SECTION.8: THE CHILD PROTECTION REFERRAL PROCESS

8.1 Multi-agency working

Everyone at Norton Primary is committed to developing effective partnership working with relevant agencies in the best interest of children and young people. Effective multi-agency working and communication helps to safeguard young people. New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is important that staff understand their role in the three safeguarding partner arrangements and local arrangements.

8.2 The GSCE (Gloucestershire Safeguarding Children's Executive) website sets out all of the child protection referral processes and also all of the relevant forms (see 8.2). This is a live website and is regularly updated so should not be printed (www.gscb.org.uk). KCSiE'20 also provides clear guidance (see flow-chart below)
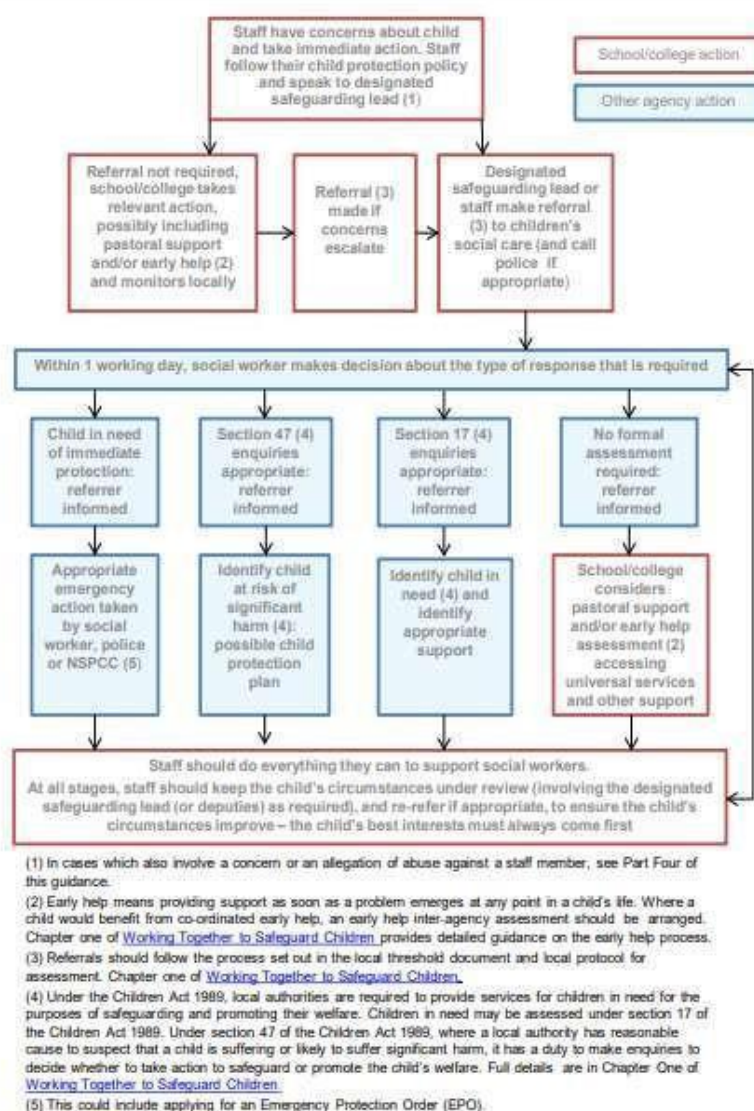
8.3 Understanding the local referral process

The following link provides staff with the necessary information regarding advice and referral

procedures - https://www.gscb.org.uk/contact-gsce-and-sign-up-for-gsce-alerts/

8.4 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to the DDSL or a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' diagram). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

8.5 If you have a mental health concern

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.

8.6 Following up referrals

- The agency who received the referral e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re contact the agency to be assured that action is being taken or that alternative support is being recommended

- If after a referral the child's situation does not appear to be improving, the DSL should press for re- consideration

- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level

- Where there is a difference of opinion with another agency and this cannot be resolved the GSCE Escalation guidance should be used.

8.7 Gloucestershire Encompass Commitment

As part of Norton Primary School's commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.

Operation Encompass aims to support children and young people who are affected by domestic abuse. Witnessing or experiencing domestic abuse is really distressing for a child or young person, who often see the abuse, hear it from another room, see a parent's injuries or distress afterwards, or can be physically hurt by trying to stop the abuse.

As a result, following any domestic abuse incident being reported to the police, the Police will make contact with one of the Education Researchers within the Gloucestershire MASH, who will then on behalf of the police communicate relevant, necessary and proportionate information to nominated school staff. This will ensure that the school is made aware at the earliest possible opportunity and can subsequently provide support to children in a way that means they feel safe and listened to.

Each school has members of staff who have been fully trained in liaising with police and Children's Social Care when required, and will ensure that the necessary support is made available to the child or young person following the notification of a domestic abuse incident.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol

- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes

- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

8.8 Informing Parents/Carers/Guardians

Where appropriate, we will discuss any concerns about a child with the child's parents/carers/guardians. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents/carers/guardians about any such concerns following consultation with the DSL. If we believe that

notifying the parents/carers/guardians would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents/carers/guardians of all the children involved.

SECTION.9: ALLEGATION MANAGEMENT - PUPILS

9.1 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN 'PEER ON PEER ABUSE'

Staff should recognise that children are capable of abusing their peers. Our child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. **This form of abuse should never be tolerated or passed off as "banter" or "part of growing up".**

All staff should be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Any suspected Child on Child Abuse should be reported in the same way as all other abuse or suspected abuse as explained later in this policy. Please refer to Child on Child Guidance for further information.

9.2 Sexting

Your responsibilities when responding to an incident

If staff are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL. Please refer to Sexting Guidance for more information.

9.3 Preventative Strategies

At Norton Primary we believe that it is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly is the recognition that peer on peer abuse can occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that we have an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This will be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure that the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people, including use of inappropriate language and behaviour towards one another. In order to create such an environment, leaders recognise the importance of whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. ChildLine posters are displayed around school and the school makes use of the NSPCC for pupil workshops. Finally, it is important that pupils have a voice in our school. Our school council encourages all children to follow our Four Ss (Soar, Share, Strive and Sparkle). By doing this, we feel that a positive ethos in school will be created and a culture where all children understand the boundaries of behaviour.

SECTION 10: ALLEGATIONS MANAGEMENT – STAFF, SUPPLY TEACHER OR VOLUNTEER

All school staff should take care not to place themselves in a vulnerable position with a child. All Staff should be aware of the school's Staff Code of Conduct and Behaviour Policy. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and is made clear in the staff code of conduct.

10.1 Allegation Management Thresholds

The guidance should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) at Norton Primary that provides education 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.

We understand that a pupil may make an allegation against a member of staff. The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to the school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

In accordance with national guidance, the following definitions are used when determining the outcome of allegation investigations:

• Substantiated: there is sufficient evidence to prove the allegation;

• Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

• False: there is sufficient evidence to disprove the allegation;

• Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;

• Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

10.2 What to do if an allegation is made?

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher, who will then refer to the appropriate Local Authority Designated Officer (LADO).

Gloucestershire Local Authority Designated Officer (LADO): Nigel Hatten

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

KCSiE 2020 and Gloucestershire GSCE procedures for managing allegations against teachers and other staff will be followed for both the investigation and support for the member of staff.

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

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

It should be noted that a referral to the Disclosure and Barring Service (DBS) must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

This is a legal duty and failure to refer when the criteria are met is a criminal offence

SECTION.11: RECORDING, SHARING INFORMATION & CONFIDENTIALITY

11.1 RECORDING

All concerns, discussions and decisions made, and the reasons for those decisions, must be recorded on the school system. If there is any doubt about what should be recorded, staff should discuss it with the DSL (or DDSL).

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

11.2 INFORMATION SHARING & CONFIDENTIALITY

At Norton Primary, all staff recognise that information sharing is vital in identifying and tackling all forms of abuse and neglect. The school and staff will be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

As part of this duty, the school is fully aware that the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, the school and staff also recognise that The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Relevant staff have received training to ensure that they have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR.

Staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent - if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about information sharing.

If staff are in any doubt about sharing information, they should speak to the DSL or Deputy DSL.

SECTION.12: SUPPORT

12.1 SUPPORTING THE CHILD

The child's wishes - Where there is a safeguarding concern, those involved should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

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

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

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

Our school will therefore support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and offering Early Help.
- Notifying Social Care as soon as there is a significant concern.

Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

12.1.2 Pupils with special educational needs (SEN) and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

12.1.3 Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or a member of the safeguarding team will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are put in place to support pupils in school.

We also recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

12.1.4 Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Mrs Jane Farren (Inclusion Manager) and deputy (Mrs D Deas) who are responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teachers are appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

SECTION.13: TRAINING

13.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e- bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

13.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

13.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

13.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

13.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

SECTION.14: WHISTLE-BLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

Whistle-blowing about the Headteacher should be made to the Chair of the Governing Body, whose contact details are readily available to staff in the CPOMS library and via the school office.

If staff members have concerns about another staff member, then this should be referred to the Headteacher.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Leadership Team. Appropriate whistleblowing procedures are suitably reflected in the Safeguarding Induction Pack and Staff Code of Conduct policy to enable this to happen.

Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The **NSPCC whistleblowing helpline** is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: **help@nspcc.org.uk**

SECTION.15: SAFEGUARDING AND OUR TAUGHT AND WIDER CURRICULUM

15.1 Safeguarding & Emotional Health and Wellbeing within the curriculum

Through PSHE and other curriculum contexts such as Relationships and Sex Education (RSE), children at Norton Primary are encouraged to talk about their feelings to deal assertively with pressures that they may face. Every opportunity is taken to teach children about safeguarding such as child sexual exploitation, healthy relationships, hate, Domestic Abuse and bullying, and forced marriage.

Children are listened to and provided with age-appropriate advice and guidance. They also know who they can turn to if they need help.

Key staff have undertaken Mental Health training and the school is aware of and makes full use of the outcomes from the GHLL on-line pupil survey.

The use of the PinK Curriculum supports the delivery of this aspect of the curriculum.

15.2 Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

• **Content:** being exposed to illegal, inappropriate or harmful material

• **Contact:** being subjected to harmful online interaction with other users

• **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm

To support the teaching of e-safety, the school subscribes to the [South West Grid for Learning (SWGfL) Boost+](#) package for teachers and parents.

15.2.1 Filters and Monitoring

At Norton Primary, we ensure that appropriate filters and appropriate monitoring systems are in place through the use of the swgfl Networks. The governing body recognises that whilst it is essential that appropriate filters and monitoring systems are in place, they are careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The school community also recognises that the use of technology has become a significant component of many safeguarding issues. Child Sexual Exploitation; Radicalisation; Sexual Predation; technology often provides the platform that facilitates harm. We believe that an effective approach to online safety empowers our school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and deal appropriately with any incident where appropriate. This is achieved through specific websites being identified on the main school website and the use of professionals to lead e-safety events for parents.

Whilst filtering and monitoring are an important part of the online safety picture for our school, it is only one part of a whole school approach to online safety.

Further information can be found in the 'Acceptable Use of IT' policy.

15.2.1 Information and support

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

NSPCC Sexting Advice   NSPCC Child Sexual Exploitation Advice

www.thinkuknow.co.uk   www.disrespectnobody.co.uk   www.saferinternet.org.uk

www.internetmatters.org   www.pshe-association.org.uk

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

15.3 Relationships Education

Relevant safeguarding issues will be taught through the school's Relationships Education

programme. The statutory guidance can be found here: Statutory guidance: relationships

education relationships and sex education (RSE) and health education.

15.4 Off Site Visits

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the allegations management procedures as outlined within this policy. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead, who will pass the concern to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

The child protection/safeguarding policy and procedures of an off-site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

15.5 Transport

A risk assessment is in place for all transport movements. If transport is required for a school trip permission is obtained from parents. Staff/volunteers using their own cars to transport children have insurance that covers Business use and relevant checks are carried out to ensure that vehicles have current MOTs and drivers have current driving licences. Consideration is also given to the use of booster/car seats to meet UK legislation.

SECTION.16: RELATED POLICIES

Safeguarding and child protection is at the core of all that we do at Norton Primary and therefore relates to all policies. There are particularly important links between this Child Protection Policy and the following policies:

Health and safety	Attendance	Anti-bullying & Hate (including cyber bullying)	Equality Duty	SEND
The Use of Physical Intervention	Meeting the needs of pupils with medical conditions	First Aid	Arrivals and Collections of Pupils	Drug and substance misuse
Educational visits	Intimate care	E-safety	Staff Code of Conduct	Volunteers and Visitors
Safer Recruitment	Dealing with Racist Incidents	Whistle-Blowing	Safeguarding Response to Children Missing from Education	PSHE SRE

SECTION.17: MONITORING AND EVALUATION

Our Safeguarding & Child Protection Policy and Procedures will be monitored and evaluated by the Headteacher/DSL and Safeguarding Governor on a termly basis to ensure that it is understood and being operated effectively in practice.

To support this monitoring, the following sources of information will be used:

- Designated Safeguarding Governor visits to the school
- Scrutiny of Single Central Record (SCR)
- Leadership Team 'drop ins' and discussions with children and staff
- Completion of the GSCB annual Section 175 audit
- Pupil surveys and questionnaires, including the Gloucestershire on-line pupil survey (OPS)
- Scrutiny of Attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of GB minutes
- Scrutiny by the school leadership team and Governing Body of bullying/racist/behaviour incidents/referrals on a termly basis
- Review of parental concerns, complaints, Parent Forum and parent questionnaires
- Review of training undertaken by all staff and volunteers
- Information and updates from GSCE training events / DSL forum

Links

https://www.gscb.org.uk/

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

https://www.nspcc.org.uk/

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/

https://www.gov.uk/guidance/teaching-about-mental-wellbeing