

## **Paternoster School**

### **Safeguarding (Child Protection) Policy**

#### **Introduction**

Paternoster School fully recognises its responsibilities for safeguarding. We are mindful of the fact that pupils with special needs are more likely to be abused and of the vulnerability of Children in Care.

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

- Establish and maintain an environment where pupils feel secure, are encouraged to communicate/talk, and are listened to
- Ensure pupils know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for pupils to develop the skills they need to recognise and stay safe from abuse

As well as protecting pupils from deliberate harm, safeguarding also relates to other aspects of school life, including:

Providing 'Early Help' (see appendix)

Health and Safety

Use of reasonable force/physical intervention

Use of the school's Safe Space

Anti-bullying procedures

Meeting the needs of pupils with medical conditions

Educational Visits

Intimate Care

E-safety

#### **Aims**

Our policy applies to all staff, governors and volunteers working in the school.

The five main elements to our policy are to:

- Ensure we practice safe recruitment in line with Government guidance by using at least one accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe
- Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children's Helpdesk. Staff should ensure that they keep up to date records and know how to obtain Early Help so that children receive the right help at the right time and to coordinate with the relevant professionals
- Support pupils who have been abused in accordance with his/her agreed Child Protection plan
- Establish a safe environment in which children can learn and develop

## **Key personnel**

Co Headteachers and Designated Safeguarding Leads (DSL)	Julie Mantell/Jennie Walsh
Assistant Headteacher and Designated Safeguarding Lead	Clare Duncan
Safeguarding Governor	Heather Teather
Local Authority Designated Officer (LADO)	Jane Bee

## **Procedures**

The school follows the procedures set out by the Gloucestershire Safeguarding Children Board (GSCB – [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook)) for dealing with abuse or suspected abuse and follows DFE guidance contained in ‘Keeping Children Safe in Education (2016) by:

- Ensuring it has a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the school’s senior leadership team Julie Mantell, Jennie Walsh, co -headteachers, Clare Duncan, assistant head, are the school’s Designated Safeguarding Leads (DSLs). One of them will be available at all times. (see GSCB job description for role of DSO)
- Ensure we have a nominated governor responsible for child protection who has received appropriate training (Heather Teather)
- Ensuring that the DSL and DDSL are updated regularly and at least annually to keep up with relevant developments in addition to undergoing relevant training every two years.
- Ensuring that all staff know they have a responsibility to safeguard all children and their families with whom they come into contact.
- Ensuring that all staff knows the names of the designated Safeguarding Lead (DSL) responsible for child protection and their role.
- Ensuring all staff understand their responsibilities in being alert to signs and responsibility for referring any concerns to the designated Safeguarding Lead responsible for child protection.
- Ensuring all staff are aware of the signs of Radicalisation, Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) and understand their responsibilities for referring any concerns to the designated Safeguarding Lead responsible for child protection.
- Ensure all staff annually read the relevant KCSiE document and can answer key questions from it correctly to show understanding

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

- The content of the curriculum, including the PSHE curriculum where pupils are given the opportunities to develop the skills they need to recognise and stay safe from abuse
- The school ethos which promotes a positive, supportive and secure environment where pupils are encouraged to talk, are listened to, know

they can approach staff with worries and are given a sense of being valued

- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil, such as Social Care, Children and Young People's Service, Education Entitlement and Inclusion Team, Educational Psychology Service and the School Nursing Team
- Ensuring that, where a pupil who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the pupil's social worker is informed
- If the school becomes aware that a child has witnessed domestic abuse it will follow Child Protection procedures
- Ensuring 'Children Missing from Education' procedures are followed when required

Staff should work within sight of a colleague if at all possible and inform a colleague if working alone with a pupil out of their view or taking a pupil to the toilet. Doors should be left ajar if staff are left alone with a pupil, if this is practicable. This is to protect staff against the possibility of allegations.

## **Responsibilities**

### **Responsibilities of all staff, governors and volunteers**

Where abuse is suspected, any member of staff or governor or volunteer should immediately inform Julie Mantell or Jennie Walsh, the school's DSL (or in their absence Clare Duncan, deputy DSLs). Staff should also keep a written record of concerns about pupils on the school safeguarding log form, including marking the position of any marks or bruises on body outline sheet on reverse, and pass to the DSL, who will follow up and keep the form in the safeguarding file in a locked cabinet. If there is a welfare concern which is not a safeguarding matter, the school's welfare record form should be completed. If there is uncertainty which form should be completed, or any other query, staff should refer to the DSL for advice

If a pupil discloses possible abuse, staff should not promise confidentiality to pupils. They should not press pupils for details or ask leading questions or attempt to investigate for themselves.

This procedure also applies to school visits (day and residential) and extended services offered by the school. If staff leading school visits or after school clubs or the school summer scheme have concerns they should refer them to an available DSL/deputy DSL.

Every member of staff has a duty to report any criminal convictions whilst in post to the headteacher (or in the case of the headteacher to the chair of governors).

### Responsibilities of the headteachers and Designated Safeguarding Lead (DSL)

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 / on the school's website

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

Organise and hold care reviews and Multi Agency meetings to support pupils and families as required. The school's Parent Support Worker may be involved in organising and/or attending these as part of their work to support families.

Keep a safeguarding child protection file of written records (safeguarding log) of concerns about children, even where there is no need to refer the matter immediately. Maintain a chronology and record of telephone conversations and printed copies of emails and minutes of child protection conferences, strategy meetings and child in need meetings in the Safeguarding file.

Ensure all records are kept securely; separate from the main pupil file, and in locked locations

Ensure all staff and the Safeguarding governor have read Part 1 of Keeping Children Safe in Education (2016).

Ensure leaders of outside user groups for the hydrotherapy pool who use the pool during the school day have DBS checks, including any escorts for baby swimming or physiotherapy groups who have more than one session at a time.

Discuss reports or concerns of child abuse with staff and take decision on whether to refer to social care. Complete school safeguarding log and record all actions and date and file securely.

The DSL will liaise with the local authority and other agencies and follow GSCB procedures (outlined in Appendix 2 and available online at [www.gscb.org.uk/procedures](http://www.gscb.org.uk/procedures)). They will be responsible for referring the matter to the Children and Families Helpdesk (tel. 01452 426565) if appropriate.

In the case of Wiltshire pupils, the DSL will notify the Gloucestershire Children and Families Helpdesk (As above. The helpdesk personnel should then notify Wiltshire) and also notify Wiltshire on 01225 773500 (or 0845 607 0888 for emergency team out of hours or 01793 853434 for area social worker Monday – Friday 9.00 – 5.00) (see separate Wiltshire Local Safeguarding Children Board contact sheet, held by DSLs)

The Local Authority Designated Officer (LADO) is Jane Bee, telephone 01452 426994.

Information about the safeguarding concern will be shared by the DSL with those staff who need to know.

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

*Multi-agency safeguarding hub (MASH)*

The Multi agency safeguarding Hub commenced during 2014. It involves professionals from different agencies sharing information and deciding on a proportionate response to it. Concerns raised via the Helpdesk are referred to the MASH. The MASH will make a decision within 24 hours.

*Multi-Agency Risk Assessment Conference (MARAC)*

MARAC meetings are held in county fortnightly to discuss high level incidences of domestic abuse. Meetings are held in four localities, including Stroud and Cotswolds. The purpose of MARACs is “to share information to increase the safety, health and well-being of victims’ – adults and children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm”. The procedures now include schools. School should be contacted within 48 hours of an incident of domestic abuse and invited to attend the MARAC meeting. The school is committed to attending MARAC meetings.

*Multi-Agency Public Protection Arrangements (MAPPA)*

On occasion the school may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child or young person. The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of twelve months or more and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to children, known adults, public, staff and self. The police, probation and prison service are the lead agencies, with other agencies including Children and Young People’s Service and educational settings, having a statutory duty to co-operate. Multi-agency meetings are convened to share relevant information and produce a plan of how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend. The multi-agency public protection arrangements are overseen by a Strategic Management Board. Membership includes the Lead for Child Protection from the Children and Young People’s Service. There are links between the multi-agency public protection arrangements and the GSCB.

The school provides information for and/or attends MAPPA (Multi-agency Public Protection Arrangements)

### Responsibilities of safeguarding governor

The governor with responsibility for safeguarding meets with the headteachers/DSL three times a year and conducts the local authority safeguarding audit jointly with the headteacher annually in December, drawing up an action plan, monitoring progress and reporting to the governing body on progress. The Safeguarding governor ensures Safeguarding is a standing agenda item at full governing body meetings, where any governor can raise an issue or question.

### **Recruitment**

#### Recruitment of staff

The school ensures safe recruitment practices are always followed. The headteacher (Julie Mantell), Safeguarding governor (Heather Teather) and chair of governors (Sue Arnold) have undertaken Safer Recruitment training and accreditation (this was updated in October 2013 and October 2014). Jennie Walsh Co-headteacher will undertake Safer Recruitment training this year. The school ensures at least one of them is involved in all recruitment and interviews.

The school keeps a Single Central Record (SCR) of all staff, governor and volunteer DBS checks. Identity checks are carried out and DFE prohibition checks for teachers.

### **Induction**

#### Induction of staff

An Induction meeting with the headteacher takes place usually before commencing in post. If this is not possible, a health and safety/safeguarding brief meeting will take place on or before the first day in post - this will cover the following:

- The school's Safeguarding/Child Protection policy
- GSCB Quick reference guide (with names of responsible persons)
- GSCB induction pack
- Safer Working Guidance
- Part 1 of Keeping Children Safe in Education (2016)  
(The full document is displayed in the staffroom)
- Conduct and whistle blowing policy - GCC
- Acceptable Usage Policy
- E safety policy

Online or GSCB training will take place as soon as practicable for the new member of staff.

The GSCB checklist is used by the headteacher who carries out induction of all staff.

The school will ensure every member of staff (including temporary and supply staff and volunteers) and governors know the names of the designated senior person responsible for child protection (DSLs) and their role. (This is achieved

through staff and governor induction and by having this policy and GSCB procedures on display in the staffroom).

Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse (either physical, emotional, sexual or neglect and responsibility for referring any concerns to the designated senior person responsible for child protection

As part of staff and governor induction, the document 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' is discussed and staff sign to indicate they have read this. Staff also signs the school's Acceptable Usage policy.

#### Induction of volunteers

This is carried out by Clare Duncan, assistant headteacher and DSL.

It includes:

The school's Safeguarding/Child Protection policy

GSCB Quick reference guide (with names of responsible persons)

GSCB induction pack

Safer Working Guidance

Acceptable usage policy

#### Induction of governors

The chair of governors and headteacher/DSL carry out an induction meeting with all new governors.

This includes:

The school's Safeguarding/Child Protection policy

GSCB Quick reference guide (with names of responsible persons)

GSCB induction pack

Part 1 of Keeping Children Safe in Education (2016)

Safer Working Guidance

Conduct and whistle blowing policy - GCC

Acceptable Usage Policy

### **Training**

The school buys into the local authority safeguarding traded service. The DSL attends the DSL forums run by the Local Authority Designated Officer, in order to keep up to date with current practice. This includes developing knowledge and understanding of Child Sexual exploitation, Honour based violence, forced marriage, female genital mutilation and children missing in education and cyber-bullying.

#### Training for all staff

All staff undertakes GSCB Safeguarding/Child Protection training every 3 years, arranged through the Local Authority Designated Officer.

Online training via the GSCB is available in between the three –yearly training for new staff or training provided by other schools may be accessed.

### Training for Designated Safeguarding Leads

The Designated Safeguarding Leads undertake GSCB multi-agency Safeguarding/Child Protection training every two years.

### Training for Safeguarding governor

The Safeguarding governor undertakes GSCB multi-agency Safeguarding/Child Protection training every two years.

### Training for Governors

Governors undertake three yearly training alongside staff or online training.

### Safer recruitment training

The headteacher, chair of governors and Safeguarding governor undertake Safer Recruitment training and accreditation every five years.

### Training for Parents

Parents are offered E-safety training through the school or via links with other schools.

## **Support for staff**

### All staff

The school recognises that dealing with a safeguarding/child protection case may be stressful for staff. Staff have the opportunity to speak with their line manager (who is a DSL) where support is required when dealing with a safeguarding/child protection matter and may request to do so.

Staff may also speak confidentially to a member of the school's 'Staffline' service.

### Reflective practice for DSL

The headteacher/DSL will meet for practice reflection with the DSL from another Gloucestershire special school to carry out practice reflection three times a year. This is co-ordinated through the Gloucestershire Association of Special School Heads. (See protocol for practice reflection). The assistant head (DSLs) may also be involved as appropriate.

## **Definitions**

(From Keeping Children Safe in Education, DFE, 2016)

### Abuse

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

### Physical abuse

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



### Emotional abuse

“The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone”.

### Sexual abuse

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

### Neglect

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

Safeguarding issues often evolve around abuse and/or neglect, but may also be related to:

- Child Sexual Exploitation (CSE)
- Bullying
- Cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness

- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and Youth Violence
- Gender-based violence/violence against women and girls (VAWG)
- Gender identity and sexuality
- Honour-based violence
- Medication
- Mental Health
- Private fostering situations
- Radicalisation and extremist behaviour
- Sexting
- Teenage relationship abuse
- Trafficking

Government guidance on the above may be found on the Gov.UK website.

#### Further information on Children Missing in Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

#### Further information on Child Sexual Exploitation (CSE)

(From Keeping Children Safe in Education, DFE 2016):

“Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse”. (Appendix 2)

The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance abuse, domestic violence, parental mental health issues, parental criminality)

- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relative, peers or intimate relationships( in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Change in physical appearance
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts of suicide

The GSCB protocol should be followed (available on the GSCB website). The GSCB CSE screening tool should be used and sent to the police. Parents may be involved in its completion or the school may complete it and refer without parents' consent, as deemed appropriate.

The school participates in watching the GSCB' funded annual performances of the play 'Chelsea's Choice' about the risks of CSE - senior pupils, for whom this is deemed appropriate, attend.

### Further information on Female Genital mutilation (FGM)

Female Genital Mutilation is the partial or complete removal, or modification of, the female genitalia. It usually happens to girls between 5 and 15 years old but it has been known to happen to babies and older girls. It is cultural rather than religious and we should not refer to it as circumcision because this makes it sound like a medical procedure which it is not. It is illegal.

If a child talks about going on an extended trip or talks about something exciting happening or becoming a woman, this may be a sign that FGM is to take place.

“Female Genital Mutilation (FGM): professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.” (From Keeping Children Safe in Education, DFE 2016)

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-agency Practice Guidelines: Female Genital Mutilation. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

### Honour –based violence

Honour based violence is a collection of practices used to control behaviour within families to protect the perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their ‘code of honour’. Honour based violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, Honour Based Violence may exist.

### Substance misuse

Clare Duncan, assistant head and DSL has undertaken training in identifying Substance Misuse and in using the Toolkit.  
See GSCB website for further details.

### **Preventing radicalisation/Prevent**

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, which is defined as vocal or active opposition to fundamental British values. There is no single way of identifying an individual who is likely to be susceptible to extremist ideology. The

internet and use of social media in particular has become a major factor in the radicalisation of young people. Staff should be alert to changes in pupils' behaviour which could indicate they may be in need of help or protection and use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

From July 2015 schools must have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty. Staff will be trained in Prevent awareness and understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Schools may make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is voluntary at all stages. The panel is chaired by the local authority and involves the police.

**Further information on Preventing Radicalisation'** has been included in Keeping Children Safe in Education September 2016 in line with:

**Prevent Duty Guidance: for England and Wales**, published in March 2015 as part as the UK's Counter Terrorism strategy. (P.10-15 for schools, registered childcare providers and further education).

**The Prevent Duty, Departmental advice for schools and childcare providers**, published in June 2015. This non-statutory departmental advice is for governing bodies, Headteachers / Principals, Designated Safeguarding Leads and school staff. The document clarifies what the *prevent* duty means for schools and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

## **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including Peer on Peer abuse, including cyber-bullying, sexting and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. Parents are informed of where an anti-bullying policy can be found on the website and the subject of bullying is addressed at regular intervals in PSHE education. All pupils are aware of a pupil symbolised anti bullying version of the policy.

## **Allegations against staff**

The school follows the local authority Allegations Management procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors (The DSL will refer the allegation to the Local Authority Designated Officer (LADO. If the allegation is against the headteacher, the deputy head or assistant head (DSLs) will refer the matter to the chair of governors or safeguarding governor, who will contact the LADO)

## **Whistle blowing**

The GCC Code of Conduct and Whistle blowing policy has been adopted by the school. It is available in the policy file and staffroom.

## **Confidentiality**

The school recognises that all matters related to safeguarding/Child Protection is confidential. The headteacher/DSL will disclose personal information about a pupil to other members of staff on a need to know basis. All staff must be aware they have a professional responsibility to share information with other agencies in order to safeguard pupils.

All staff must be aware that they cannot promise a pupil that they will keep secrets which might compromise the pupil's safety or well-being or that of another.

The school will undertake to share its intention to refer a pupil to Social Care with the pupil's parents/carers unless to do so could put the pupil at greater risk of harm or impede a criminal investigation. If in doubt the school will consult with the GSCB or social care.

## **Appendices**

Paternoster School Offer of Early Help

Paternoster School safeguarding log

GSCB procedure where abuse is suspected or disclosed

Glossary

## **Links to other policies**

This policy links with the following school policies:

Physical Intervention

Behaviour

Anti-bullying

E-safety

Acceptable Usage

Health and Safety

Intimate Care

Medicines

Medical needs

Attendance

Educational Visits

Special Educational Needs

PSHE policy

Sex and Relationships Education

Personal, Social and Health Education

Safe Space

Equalities

Whistle blowing and code of conduct (GCC)

Children Missing from Education procedures (GCC)  
Conduct (GCC)  
Grievance (GCC)

**Review**

This policy will be reviewed annually during the autumn term by the governing body.

Revised January 2017  
JW

Approved by the governing body at their meeting on

## **Early Help at Paternoster School**

'Early help' means providing support for a pupil and their family as soon as a problem emerges, at any point in a child's life or school career.

Early Help involves early identification of pupils' and families' needs or challenges and responding to them effectively in order to help families deal with issues. This is done by working with others to provide and share information, and access advice and services for families when needed, thereby supporting them to resolve their concerns as needs emerge in order to prevent concerns from growing.

Early Help is central to our work at Paternoster. Our Early Help offer identifies the need for help for pupils and families as soon as problems begin to emerge or when there is a strong likelihood that problems may emerge in the future. The Early Help offer includes universal and targeted services designed to reduce or prevent specific problems from escalating or becoming entrenched. Our Early Help offer provides a 'doorway' through which families can access additional support. The school is committed to building positive relationships with pupils and their families and supporting them by offering early help to avoid escalation of issues by ensuring a multi-disciplinary approach that includes a range of skills and expertise.

We employ our own Parent Support Worker (PSW) who plays a vital role in providing our offer of early help. S/he acts as a point of contact for parents to support with advice on continuing school programmes at home, benefits, behaviour or referring on or signposting to organisations who may offer further help and support. The PSW organises courses and workshops for parents, (based on needs identified in the school's annual parents' questionnaire and other requests or needs identified by parents) and coffee mornings/afternoons – some of which have speakers and some of which are informal for parents to chat to each other and the PSW.

The school's use of home school diaries, email and telephone contact with families and the school's open door policy means parents may contact the teacher, PSW or head teacher for advice with regard to any concerns or needs.

School or families may raise concerns and decide on next steps. If a family does not consent to a further referral for help and support, the head teacher who is the Designated Safeguarding Lead, will consider whether a referral to social care may be necessary for safeguarding reasons.



We work closely with paediatricians, social workers, lead professionals, Families First Plus (formerly the Targeted Support Team), youth support team, school nurse, Children and Young People's Service (CYPS) community nurse, educational psychologist, speech and language therapist, physiotherapist, occupational therapist, advisory teachers for visual impairment and hearing impairment, the Virtual School for children in care, and for Wiltshire pupils the SEND Lead workers.

Referrals may be made to one of the new district Families First Plus teams in Gloucestershire. The aim of this early help provision is to offer support to vulnerable families, children and young people at an earlier stage and reduce the demand on specialist services. The Families First team provides advice and targeted support through its early help co-coordinators, community social workers and family support workers. We liaise with them and make referrals as appropriate to the needs and requirements of individual pupils and families.

Where appropriate we host or initiate child in need multi-agency or team around the child (TAC) meetings for pupils as required. These may be arranged by social workers and held in school or arranged by the head teacher or parent support worker.

We will make referrals to social care (the children's helpdesk) where we feel pupils may be at risk of:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Domestic abuse
- Female Genital Mutilation (and report to the police on 101)
- Forced marriage
- Faith abuse
- Gangs and youth violence
- Gender based violence
- Honour based violence
- Fabricated and induced illness
- Sexting
- Teenage Relationship Abuse
- Private fostering situations

Or where we have reason to believe they may be affected by Drug or Alcohol abuse or mental health issues within the family.

### Children missing from education

We contact families on a daily basis to establish why pupils have not attended school (see school Attendance policy). If pupils are on a child protection plan we contact the local authority to inform them of unexplained absence. Where any pupil is missing from school for ten days we inform the local authority in accordance with the Children Missing from Education procedures. We also contact the local authority where any pupil is removed from the school to be home educated or where they are not registered at another school.

### Child Sexual Exploitation

The CSE screening tool is used and a referral made to the Gloucestershire police central referral unit.

### Radicalisation and Extremism

We identify those at risk and follow GSCB/Prevent and Channel Panel procedures.

Our website contains details of organisations which support parents and links to charities. Further information is also available in the school reception area and from the parent support worker.

Reviewed January 2017

JW

Approved by the governing body at their meeting on 18<sup>th</sup> January 2017

Appendix 4

Glossary

<b>WORD</b>	<b>DEFINITION</b>
<b>GSCB</b>	<b>Gloucestershire Safeguarding Children Board</b>
<b>MASH</b>	<b>Multi Agency Safeguarding Hub</b>
<b>MARAC</b>	<b>Multi Agency Risk Assessment Conference</b>
<b>MAPPA</b>	<b>Multi Agency Public Protection Arrangements</b>
<b>KCSiE</b>	<b>Keeping Children Safe in Education</b>
<b>LADO</b>	<b>Local Authority Designated Officer</b>
<b>DSL</b>	<b>Designated Safeguarding Lead</b>
<b>CME</b>	<b>Children Missing in Education</b>
<b>CSE</b>	<b>Child Sexual Exploitation</b>
<b>FGM</b>	<b>Female Genital Mutilation</b>
<b>DfE</b>	<b>Department for Education</b>
<b>DBS</b>	<b>Disclosure and Barring Service</b>