

Viking Academy Trust



Safeguarding Policy

The VIKING ACADEMY TRUST 'Safeguarding Policy' for Chilton Primary School' has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 4 2017

Reviewed annually: Term 6

Last review date: Term 6 2018

Signed:



Chair of Trust

Safeguarding Policy

The Viking Academy Trust

Cilton Primary School

Schools in the Viking Academy Trust (VAT)

Cilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Safeguarding Policy is specific to **Cilton Primary School**.

Key Contact Personnel in School

Designated Safeguarding Lead	Mrs Kate Law (Lead DSL)
Deputy Safeguarding Leads	Miss Natalie Barrow Miss Hannah Cheshire Mr Matthew Lamprell
Designated Child Protection Co-ordinator / Safeguarding VAT Lead:	Mrs Emily Hughes (Trust-SENCo DSL)
Named Safeguarding /Child Protection Governor:	Mrs Hannah Cheshire
Viking Academy Trust Governor Safeguarding / Child Protection Lead:	Mrs Joanna Brand

All staff should have access to this policy and sign to the effect that they have read and understood its content.

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This policy is in line with statutory guidance for schools and colleges; [Keeping Child Safe in Education \(2018\)](#), [Working Together to Safeguard Children \(2018\)](#)

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Kent and Medway Safeguarding Children Procedures (Online) Early Years and Foundation Stage Framework 2017 (EYFS)

School Policies on Related Safeguarding Issues

(to be read and followed alongside this document)

- Online Safety Policy
- Behaviour Management Policy
- Guidelines for the Use of Physical Intervention
- Procedures for Managing Allegations Against Staff
- Guidelines for Safeguarding Record Keeping in Schools
- Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff
- Advice notes : Dealing with Disclosures in School
- Health and Safety Policy
- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff
- KSCB document : Safer Practice with Technology - Guidance for Adults who Work with Children and Young People
- Bullying / Anti-Bullying Procedure
- Racism / Anti-Racism Policy
- Guidance on the Use of Photographic Images
- Safer Recruitment Guidelines
- Whistle-Blowing Policy
- School Drug Policy
- Procedures for Assessing Risk (re school trips)
- First Aid and Accident Policies
- DOH (2009) "Safeguarding Disabled Children - Practice Guidance"
- Staff Code of Conduct

- Acceptable Use Policy

These documents can be found online and stored electronically in the shared area (Sharepoint).

INTRODUCTION:

Everyone at Chilton Primary School who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Our school staff form part of the wider safeguarding system for children. Our school will work with social care, the police, health services and others services to promote the welfare of children and protect them from harm. This policy applies to all adults, including volunteers, working in or on behalf of the school and provides information about the actions the school expect from all staff members, it will be updated annually and known to everyone working in the school and the governing body. It will be available to parents on request and via our website.

Everyone working in or for our school shares an objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop in our school setting;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting;
- Maintaining a culture of vigilance and an attitude of 'It could happen here'.

Because of our close day to day contact with children, "education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse and neglect at an early stage" (*Working Together to Safeguard Children 2018*)

The Governing Body (LAB) and staff of Chilton Primary School take seriously our responsibility under Section 175 Education Act 2002 to safeguard and promote the welfare of our pupils/students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm.

- The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
 - Bullying (including cyberbullying)
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Domestic violence
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Honour based abuse
 - Mental health
 - Missing children and adults
 - Online safety
 - Prevent duty (radicalisation and extremism)
 - Private fostering
 - Relationship abuse
 - Human trafficking and modern slavery
 - Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2018)

Our School's Commitment

Chilton Primary School is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Children includes everyone under the age of 18. Safeguarding and promoting the welfare of children is defined as: Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable children to have the best outcomes. Child Protection refers to

procedures and actions undertaken regarding children who are at risk of being seriously harmed or have been significantly harmed.

We as a school recognise that:

- Some children may be especially vulnerable to abuse including those missing education or with a disability;
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be challenging;
- Children can be both victims and perpetrators of abuse;
- Children who harm others may have been maltreated themselves;
- Allegations can be made against staff, however careful and safe our recruitment practices.

Ofsted's definition of safeguarding

"Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; school security." (*Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted 2012*)

This policy should thus be understood alongside school policies on related safeguarding issues as listed on page 3 of this document. Related policies can be found online, in the staff electronic shared area (Sharepoint) or in the Central Safeguarding file kept in **Mrs Law's office**.

All relevant policies will be reviewed on an annual basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments contributing to this process.

ETHOS

Chilton Primary School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Chilton Primary School will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to
- Providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- Ensuring all steps are taken to maintain site security and student's physical safety
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies

RESPONSIBILITIES

The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Including

- Co-ordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Acting as a consultant for staff to discuss concerns
- Maintaining a confidential recording system
- Representing or ensuring the school is appropriately represented at interagency safeguarding meetings (including Child Protection conferences)
- Managing and monitoring the school's part in CAF / Child in Need / Child Protection plans
- Organising training for all school staff

However, Child Protection and welfare are the responsibility of all staff in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead (DSL).

All staff must read and follow the statutory guidance for schools and colleges including Annex A: [Keeping Children Safe in Education \(2018\) - Part One: Safeguarding information for all staff](#). It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (DSL) prior to any discussion with parents.

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Chilton Primary School adheres to the local KSCB Safeguarding Children Procedures (2007). A copy of the *Kent and Medway Safeguarding Children Handbook (KSCB 2007)* (purple book), *'What to do if you are Worried About a Child Being Abused'* (DfES 2006), *Keeping Children Safe in Education (DFE 2018)*, and the *Kent and Medway Inter-Agency Threshold Criteria for Children in Need* can be found in the staff room and in Mrs Law's Office.

Additional extended KSCB procedures relating to specific safeguarding issues can be found on the KSCB website

www.kscb.org.uk

All School Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm;
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse about or by a child / young person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (Private Fostering);

Responding to Disclosure, disclosures or information that a child has been harmed may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record using clear, straightforward language. Staff will not

investigate but will, wherever possible, listen, record and pass on information to the DSL in order that she can make an informed decision of what to do next.

All staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Clarify the information without asking leading or probing questions;
- Make a written record of what the child has said using the - Record Sheet for Disclosures Form (Appendix 1);
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the child or young person that they have a responsibility to refer the information to the DSL
- Reassure and support the child or young person as far as possible;
- Not promise secrecy;
- Explain that only those who 'need to know' will be told;
- Explain what will happen next and that the child will be involved as appropriate.

It is the responsibility of the DSL to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with parents / carers in most cases) on the appropriateness of referrals to partner agencies and services. To help with this decision s/he may choose to consult with the Area Children's Officer (Safeguarding). Advice may also be sought from Children's Social Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services or other services is made.

Such referrals might include referral to Children's Social Services as either Child Protection or Child in Need, to Police where there are potential criminal issues, referral to the CAF (Common Assessment Framework) process or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, MARAC, etc.

Referrals to Children's Social Services will be made using Kent's inter-agency referral form and with reference to the Kent and Medway Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. All referrals are now made via the County Duty Team / KCAS.

In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.

In the absence of the availability of the DSL or her Deputy DSL to discuss an immediate and urgent concern, advice should be sought direct from the Children's Safeguards Team or Children's Social Services by an alternative senior member of staff.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress (although they should not expect to be given confidential detail), so that they can reassure themselves the child is safe and their welfare being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further advice from another senior member of staff.

The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website www.chiltonprimary.co.uk

Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions are found in Appendix 1 of this document.

Indicators and signs of abuse are listed in the leaflet "***Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff***" distributed to all staff. A copy of this leaflet was given out at the most recent CP training and can also be found in the shred staff documents.

Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

Child Sexual Exploitation

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.

If, as a school, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#). This further [Governmental guidance](#) can be useful when considering cases of CSE.

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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.

If, we as a school, are concerned we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#).

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with

social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Preventing Radicalisation and Extremism

We as a school will fulfil our responsibilities under the [Prevent duty](#), it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by [promoting fundamental British values](#) and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If, as a school, are concerned we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#).

INDUCTION AND TRAINING

All school-based staff will be offered an appropriate level of safeguarding training (to include internal school procedure and responsibilities; child protection process; how to recognise and respond to signs and symptoms of concern and abuse; safe working practice) and must undergo refresher training every three years. Training is organised by the DSL in line with government guidance.

The nominated governor (Miss Cheshire, Chilton LAB & Mrs Brand VAT) should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Local Advisory Body (LAB).

The school leadership team will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

The DSL and Head Teacher will provide an annual report to the Local Advisory Body (LAB) and wider Trust Board detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Latest whole staff training- September 2018

Latest DSL training - Term 6 2018 - DSL refresher, CSE, Term 1 2018- safer recruitment, online safety

All staff to update their knowledge of the safeguarding file that is held on our shared area on the first Friday of every term. A register must be signed to acknowledge that this has happened.

RECORD KEEPING

Staff must record any welfare concern that they have about a child using the safeguard my school online tool (completing a body map where injuries have been observed) which is automatically passed to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Safeguarding records are kept centrally and securely by the DSL and are shared on a 'need to know' basis only. They should be held separate from the child's curriculum file.

The Head Teacher will be kept informed of any significant issues by the DSL.

Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools" - Staff MUST familiarise themselves with the responsibilities outlined in this document.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher.

ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

[Keeping Children Safe in Education \(2018\) - Part Four: Allegations of abuse made against teachers and other staff](#)

Where an allegation is made against any person working in, or on behalf of, the school that he or she 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 would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges);

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here'. Staff are expected to maintain highly

professional behaviours and appropriate professional boundaries at all times in line with the Code of Conduct. Staff will be encouraged to use the Whistle Blowing Policy if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind;
- Make a written record of the information using the Record Form, including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the Headteacher or designated person (unless the allegation is against the Headteacher or designated person, in which case the Chair of Governors must be reported to).

Initial Action by the Head of School / Executive Headteacher

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
- Contact the Designated Officer (DO) within 1 working day;
- Discuss with the DO next steps
- Inform the Chair of LAB of the allegation. Subsequent Action by the Head (or designated person)
- In consultation with the DO conduct a disciplinary investigation, if an allegation indicates the need for this;
- Contribute to the child protection process by attending professional strategy meetings;
- Maintain contact with the DO;
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file;
- Consider along with Human Resources and the DO whether a referral to the DBS should be made.

WORKING WITH OTHER AGENCIES

Chilton Primary School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, who we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Chilton Primary School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings and Child in Need meetings.

CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DSL can seek advice from the Children's Safeguard's Team on the numbers outlined at the start of this document.

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Safeguards Team or Children's Social Services), it is appropriate for

the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next. Further advice on dealing with disclosures can be found in the document "***Child Protection - Dealing with Disclosures in School***"

CURRICULUM AND STAYING SAFE

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Working Together to Safeguard Children (2018) states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience".

Chilton Primary School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at Chilton Primary School will be listened to and heard and their concerns will be

taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

Specific systems outside of expected day to day classroom interaction and support include: Pupil Forum; buddy and peer-mentoring systems; regular feedback questionnaires with groups of children; specific BULLYING POLICY; SEAL; Think U Know, etc

ONLINE-SAFETY

- It is recognised by Chilton Primary School that the use of technology presents challenges and risks to children and adults both inside and outside of school.
- The DSL has overall responsibility for online safeguarding within the school.
- Chilton Primary School identifies that the issues can be broadly 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.

The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2018. Chilton Primary School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2018 and EYFS 2017, has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the schools Online Safety Policy, Acceptable Use Policy and Image Use Policy which can be found in the policies section of 'Sharepoint' and on the school website / Viking Academy Trust website.

Chilton Primary School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. Chilton Primary School acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other

internet enabled devices and technology and where concerns are identified appropriate action will be taken.

Chilton Primary School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online

SUPERVISION AND SUPPORT:

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly appointed members of staff have a mentor or coordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

SAFE WORKING PRACTICE

Our school will comply with the current [Guidance for Safer Working Practice for Adults who work with Children and Young People](#) and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school. Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open, honest and transparent way;
- Work with other colleagues where possible in situations that could be open to question;

- Discuss and/or take advice from school management over any incident which may give rise for concern;
- Record any incidents or decisions made;
- Apply professional standards respectfully in relation to diversity issues;
- Be aware of information-sharing and confidentiality policies; • Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Positive Handling

School staff, including volunteers, are empowered to physically restrain pupils with 'reasonable force' only to prevent them from hurting themselves or others, from damaging property, or from causing disorder.

School staff will familiarise themselves with the Department for Education's guidance [Use of Reasonable Force](#) and follow the school's Behaviour Policy. The school will offer training to staff in appropriate use of physical intervention and/or restraint.

Changing a child who has soiled him/herself.

If a child soils him/herself in school a professional judgement has to be made whether it is appropriate to get the child changed in school, or request the parent/carer to collect the child for changing. In either circumstance the child's needs are paramount and he/she should be comforted and reassured throughout. The following guidelines outline our procedures but we will also seek to make age-appropriate responses.

- The child will be given the opportunity to change his / her underwear in private and carry out this process themselves.
- School will have a supply of wipes, clean underwear and spare uniform for this purpose. (A supply of clean underwear and spare uniforms are available in the First Aid room).
- If a child is not able to complete this task unaided, school staff will attempt to contact the emergency contact to inform them of the situation.

- If the emergency contact is able to come to school within an appropriate time frame, the child will be accompanied and supported by a staff member until they arrive. This avoids any further distress and preserves dignity.
- If the first emergency contact cannot attend, other contact numbers will be telephoned. If the school cannot get hold of any contact the school will encourage the child to change him/herself to the best of their ability whilst the office continues to try to gain contact with the emergency numbers on the child's records.

The school does not have a care-suite or facilities to change children under any circumstances.

COMPLAINTS

The school has a ***Complaints Procedure*** available to parents, pupils/students and staff who wish to report concerns. An electronic copy can be accessed via the school website www.chiltonprimary.co.uk or a paper copy is available from the school office.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific ***Procedures for Managing Allegations Against Staff***.

SAFER RECRUITMENT

Chilton Primary School pays full regard to the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2018\) - Part Three: Safer Recruitment](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and

physical capacity for the job. It also includes undertaking interviews and checks with the [Disclosure and Barring Service \(DBS\)](#).

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- This school is committed to keeping an up to date [Single Central Record](#) detailing a range of checks carried out on our staff;
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made;
- Staff responsible for recruiting and appointing must be suitably qualified.

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

SECURITY

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

DEFINITIONS OF ABUSE

Physical Abuse

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to the 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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional

development. It may involve conveying to children 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 and may include interactions beyond the child's developmental ability, overprotection, limitation of exploration or learning, prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying (including Cyberbullying) causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it may occur alone.

Sexual Abuse

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 penetrative (i.e. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, or watching sexual activities, or 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

Neglect 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. It may occur in pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, shelter and clothing (including exclusion from home or

abandonment), failing to protect a child from physical or emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.