



Learning for Life

Safeguarding and Child Protection Policy

(Also refer to E-safety Policy, Whistle Blowing Policy)

1 Introduction

- 1.1 This document has regard to the statutory guidance 'Working Together to Safeguard Children (revised March 2015); Keeping Children Safe in Education (September 2016) and disqualification under the Childcare Act (revised Feb. 2015);
- 1.2 The Park and Parkwall Federation recognises its legal duty under s175 Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all pupils;
- 1.3 We recognise that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.
- 1.4 These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people;
- 1.5 The policy is keeping with South Gloucestershire Safeguarding Children Board (SGSCB) policies, procedures and training strategies and reflects what SGSCB considers to be safe and professional practices in this context;
- 1.6 We recognise that child protection has to be considered within professionals' wider 'safeguarding' responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.
- 1.7 This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff to ensure that statutory and other duties are met fully in accordance with the SGSCB requirements and procedures. All staff and volunteers need to have read and be familiar with the policy.

2 Safeguarding and Promoting the Welfare of Children

- 2.1 Park and Parkwall use the definition for Safeguarding and promoting the welfare of children as defined in Working Together to Safeguard Children (March 2015) as:
 - Protecting 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;
 - Take action to enable all children to have the best outcomes.
-

- 2.2 Protecting children from maltreatment is important in preventing the impairment of health or development though that in its self may be insufficient to ensure that children are growing up in circumstances consistent with the provision of safe and effective care.

3 Child Protection

- 3.1 Child Protection is a 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.
- 3.2 Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.
- 3.3 Park and Parkwall takes seriously their responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount" Children Act 1989.
- 3.4 The schools recognise their legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse. We acknowledge our responsibilities to both protect children from maltreatment and prevent impairment. We will promote their welfare by creating opportunities for them to achieve their full potential in all areas, thus giving them optimum life chances in adulthood.
- 3.5 We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged. This includes any form of bullying (for example, racism or homophobic actions).
- 3.6 We recognise that many of the risks to children in the 'real world' equally apply to the 'virtual world' that children and young people may encounter when they use ICT in its various forms. We take seriously our responsibility to educate our children to help them to become safe and responsible users of new technologies, and allow them to be discriminating users of both the content they discover and the contacts they make online. Our aim is to teach them the appropriate behaviours and critical thinking skills to remain both safe and legal online, wherever and whenever they use technology
- 3.7 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.
- 3.8 The school seeks to adopt an open and accepting attitude towards children as part of our responsibility for pastoral care. The schools hope that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.
- 3.9 Children's worries and fears will be taken seriously when they seek help from a member of staff. However, sometimes staff will find it necessary to make a referral to
-

the appropriate agencies in order to safeguard the child's welfare and under these circumstances confidentiality cannot be maintained.

- 3.10 Our schools believe in the importance of early identification of issues for children and young people. We fully endorse the principles of multi-agency working and will engage in the SAF (Single Assessment Framework) process for any child in our school for whom we feel this is appropriate.
- 3.11 If we have suspicions that a child's physical, sexual or emotional well-being is being or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures of South Gloucestershire Safeguarding Children Board which are to be found at www.swcpp.org.uk.
- 3.12 As a consequence, we
- assert that teachers and other members of staff (including volunteers) in the schools are an integral part of the child safeguarding process;
 - accept totally that safeguarding children is an appropriate function for all members of staff in the schools, and wholly compatible with their primary pedagogic responsibilities.
 - recognise that safeguarding children in our schools is a responsibility for all staff, including volunteers, and the Governing body;
 - will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
 - will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. They will act as a source of expertise and advice, and are responsible for co-ordinating action within the schools and liaising with other agencies;
 - ensure (through the designated members of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by South Gloucestershire Safeguarding Children Board (SGSCB)
 - will share our concerns with others who need to know, and assist in any referral process;
 - will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the designated member of staff, who will refer on to Children's Social Care in accordance with the procedures issued by South Gloucestershire Safeguarding Children Board.
 - safeguard the welfare of children whilst in the schools, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, or technology;
 - will ensure that all staff are aware of the child protection procedures established by South Gloucestershire Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
 - will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our schools are suitable to work with children,
 - will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

4 Listening to children

- 4.1 Safeguarding children is about listening to them and understanding the world they are living in. Experience, and consultation with children, shows that they will talk
-

about their concerns and problems to people they feel they can trust and they feel comfortable with. It is therefore essential that all staff and volunteers in our school know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing confidentiality. The family context of the child and detail of their day-to-day life at home is also an important part of really listening to the child.

- 4.2 Children also want to know that they will be listened to and their concerns will be taken seriously. We seek to demonstrate to our children that they are in a safe environment where it is okay to talk by displaying helpful information about such things as national children's help lines (ChildLine, NSPCC) and peer support schemes for children and young people in easily accessible places which can encourage them to share concerns and help provide assurance about that.
- 4.3 Any member of staff or volunteer who is approached by a child wanting to talk will listen positively and reassure the child. They will record the discussion on a cause for concern form and take to one of the designated child protection officers. Volunteers will report any discussion verbally to a member of the team who will record the conversation) with the pupil as soon as possible and take action in accordance with these child protection procedures.
- 4.4 The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse, and signing and dating the note.

5 Designated Member of Staff

- 5.1 The designated senior members of staff (designated person) for child protection at The Park and Parkwall Federation are;

Lizzy Meadows –Designated Safeguarding Lead (DSL) Barrie Suthern - Deputy Paul Rowsell - Deputy Kim Rodgers – Safeguarding Officer

- 5.2 In their absence, these matters will be dealt with by:

Libby Lines

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

5.4 The schools recognise that:

- The DSL must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
- All members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The DSL will act as a source of advice and coordinate action within the schools over child protection cases
- The DSL will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The DSL is the first person to whom members of staff report concerns.
- The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by SGSCB.
- The DSL is not responsible for dealing with allegations made against members of staff.
- Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and in the form outlined in 4.3;
- Discuss with the DSL regarding possible action.
- All records will be retained, and kept in pupils individual folders
- All records relating to Safeguarding/ Child Protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and are not required to be disclosed to parents/carers except by agreement.

5.5 To be effective, DSL will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Social care and other relevant agencies over suspicions that a child may be suffering harm.
 - Cascade safeguarding advice and guidance issued by SGSCB.
 - Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, refer to the Business manager of SGSCB to investigate further.
 - Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, trainee teachers and supply teachers) are aware of and can access readily this policy.
 - Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
 - Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
 - Ensure parents are aware of the child protection policy in order to alert them to the fact that the schools may need to make referrals. Raising parents' awareness may avoid later conflict if the schools do have to take appropriate action to safeguard a child.
 - Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection.
 - Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.
-

- 5.6 It is the responsibility of the designated members to
- Attend training in how to identify abuse and know when it is appropriate to refer a case
 - Have a working knowledge of how SGSCB operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
 - Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
 - Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.
- 5.7 The DSL also has an important role in ensuring all staff and others working with the children have up to date training (that is relevant to their role) in safeguarding.

6 Information for Parent/Carers

6.1 Our schools are committed to good systems for protecting children and safeguarding their welfare, throughout all the activities we undertake. This means that staff and volunteers must be alert to possible concerns about children and report these in a proper fashion. This safeguarding policy details the procedures.

6.2 It is important for parents to be aware that:

Staff and volunteers have a duty to report concerns about a child, whether this means the child may be in need of some extra support or whether a child may have been abused or at risk of abuse.

6.3 In some cases the schools are obliged to refer children to social services. In the majority of cases there will already have been discussion between schools staff and the parents of the child, and the situation and concerns will not be a surprise to parents. However, parents may not be told that their child has been referred to Social Services if it is thought that this might put the child at risk.

6.4 If parents have serious concerns about their child, contact should be made directly with the Social Services department of the Local Authority. For any enquiries about issues that have arisen in school, contact the head teacher.

7 Designated Governor

7.1 The Designated Governor for Child Protection at the schools is:

Pam Casbon

7.2 Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

7.3 The Governors will receive an annual report on changes to Safeguarding and Child Protection Policy or procedures; training undertaken by the DSL, other staff and

governors; the number of child protection incidents/cases (without detail or name); and the place of child protection issues in the curriculum.

- 7.4 The designated governor for child protection, in liaison with the DSL, will ensure that the school has a Safeguarding and Child Protection Policy and procedures in place, and that these are known to all members of staff
- 7.5 The Governors will ensure that the DSL for child protection is given sufficient time to carry out his or her duties, including accessing training.
- 7.6 The Governors will review safeguarding practices in the school on a regular basis. This is carried out through termly safeguarding meetings to ensure that
- The schools are carrying out their duties to safeguard the welfare of children at the schools;
 - Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
 - They attend training Child Protection/Safeguarding training for Governors
 - Child protection is integrated with induction procedures for all new members of staff and volunteers
 - The schools follow the procedures agreed by SGSCB, and any supplementary guidance issued by the Local Authority
 - Only persons suitable to work with children shall be employed in the schools, or work here in a voluntary capacity
 - Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

8 Safer Recruitment

- 8.1 In order to ensure that children are protected whilst at these schools, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.
- 8.2 We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education”, in particular:
- Before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicant’s suitability to work with vulnerable children.
 - Check that all adults with substantial access to children at this school have an enhanced Disclosure and Barring Service check (DBS) before starting work, and prior to confirmation of appointment.
- 8.3 We will ensure that at least one member of any interview panel has completed Safer Recruitment Training.
- 8.4 In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the schools:
- Identity checks to establish that applicants are who they claim to be¹
 - Academic qualifications, to ensure that qualifications are genuine
 - Professional and character references prior to offering employment
 - Satisfy conditions as to health and physical capacity
 - Previous employment history will be examined and any gaps accounted for.
-

9 Volunteers

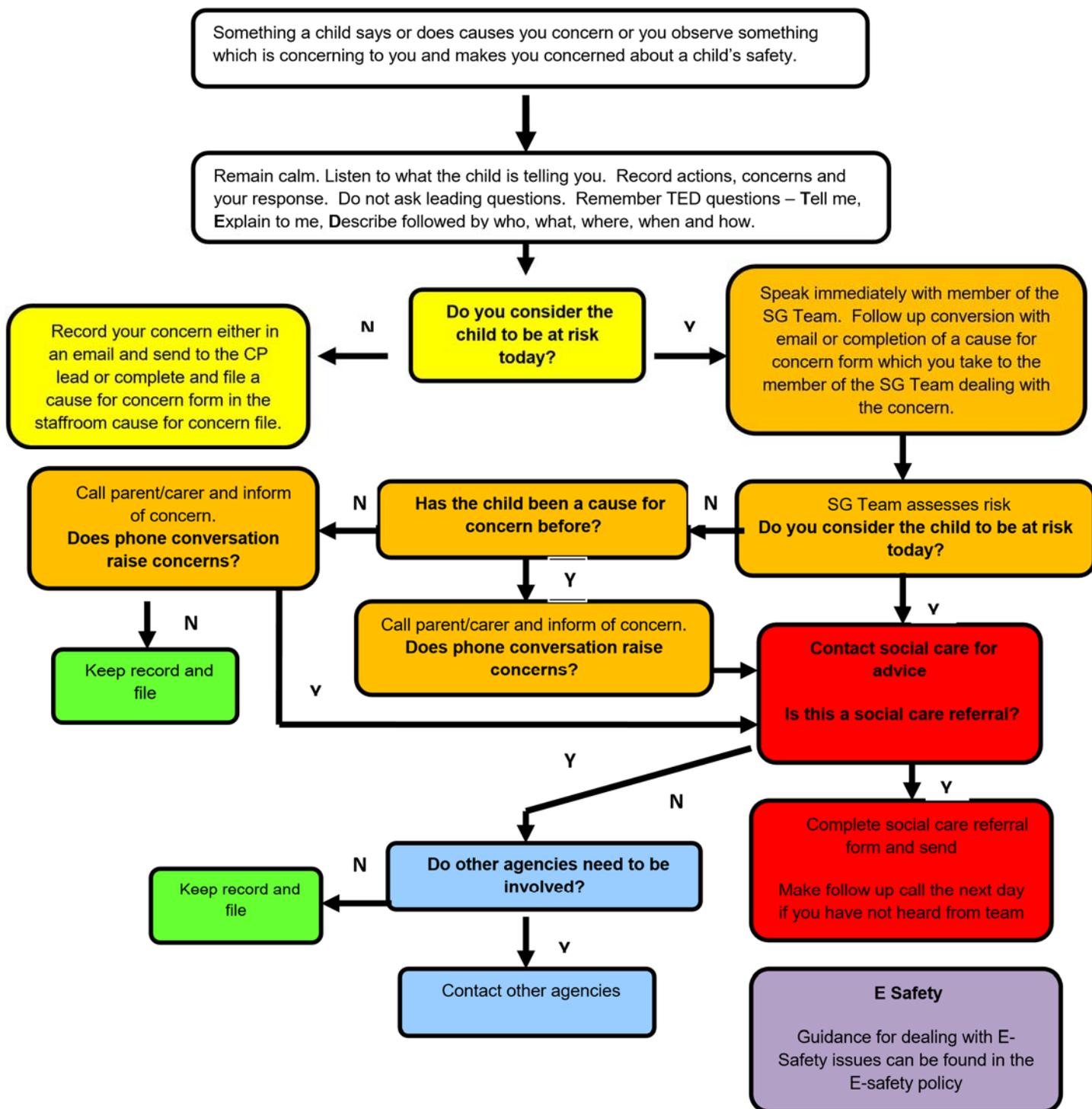
- 9.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.
- 9.2 Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

10 Induction and Training

- 10.1 All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.
- 10.2 All new staff at the schools (including volunteers) will meet with the designated member of staff who will go through a copy of the school's Safeguarding Handbook which includes a copy of this policy within one week of starting their work at the schools.
- 10.3 All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The schools will provide this training through the designated person.
- 10.4 Staff will attend refresher training every three years, and the designated person every two years

11 Child Protection Procedure

- 11.1 Members of staff and volunteers are not required by to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated person, who will refer the matter to the relevant Children's Services.
- 11.2 To this end, volunteers and staff will follow these procedures:
-



11.3 Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

11.4 We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of SGSCB.

12 Abuse and Neglect

12.1 Abuse and neglect are forms of maltreatment towards a child. An adult or adults or another child or children can abuse or neglect a child by inflicting or not preventing harm

12.2 Significant harm includes:

Neglect – persistent failure to meet a child’s basic physical and/or psychological wellbeing, this includes failure to:

- Provide adequate food clothing or shelter
 - Protect the child from physical and emotional harm or danger including online
 - Provide adequate supervision of the child
 - Access appropriate medical care or treatment
 - Respond to a child’s basic emotional needs
- Physical abuse** – physical harm to a child can include:
- Hitting
 - Shaking
 - Throwing
 - Burning
 - Fabricating symptoms or deliberately inducing illness
- Sexual abuse** – this can involve:
- Forcing or enticing a child to take part in sexual activities
 - Penetrative or non-penetrative acts
 - Non-contact activities, such as involving children in watching sexual activities, exposure to inappropriate materials or encouraging children to behave in sexually inappropriate ways

Emotional abuse - The persistent or severe emotional maltreatment of a child so that there is a severe adverse effect on the child’s emotional development. This can include:

- Bullying or making them feel like they are in danger
- Making the child feel worthless or unloved
- Making unrealistic expectations of a child
- Denying them normal social interactions. An example of this could be over protection.

13 Child Sexual Exploitation

13.1 Following the Independent Inquiry into Child Sexual Exploitation in Rotherham (2013) the school recognises that it has a responsibility to highlight the dangers Child Sexual Exploitation (CSE).

13.2 CSE involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g food accommodation, drugs, alcohol, cigarettes, affection, money) as a result of them performing, and/or another or others performing on them, sexual activities. This can be through the use of technology without the child’s immediate recognition i.e. being persuaded to post sexual images on the internet without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common with involvement in exploitative relationships

being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

13.3 Research shows the CSE tends to be a hidden activity, more likely to occur in private residences than on the streets. It tends to fall into three main categories:

- Inappropriate relationships
- Boyfriend/peer exploitation
- Organised/networked sexual exploitation or trafficking

13.4 Perpetrators do not always engage in sexual activity themselves but may be arranging for others to do so. Under the Sexual Offences Act 2003, this is defined as trafficking within the UK and is increasing.

13.5 **Signs of CSE** include:

- Going missing for periods of time
- Returning home late
- Disengagement from education
- Appearing with new possessions/unexplained gifts with no plausible explanation
- Association with peers also involved
- Sexual health issues e.g. inappropriate sexual behaviours
- Changes in mood/temperament
- Drug/alcohol misuses
- Over familiarity with strangers
- Sending sexual images over the internet or mobile phones
- Involvement in exploitative relationships or association with 'risky' adults

Any

13.6 child or young person can be exploited regardless of gender, age or background. However, research shows that certain factors can increase vulnerability. These include domestic violence, disrupted family life, poor mental health for child/ in family, parenting issues, drug/alcohol misuse. Vulnerability can also increase for looked after children (LAC), those excluded from school and those with drug/alcohol issues.

13.7 If a child in school displays any of the above signs or any other behaviours/disclosures that give you cause for concern, you must report to the member of the safeguarding team immediately.

14 Female Genital Mutilation

14.1 Female Genital Mutilation (FGM) is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding policy. The school uses the World Health Organisation definition as written below.

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”

14.2 The UK Government has written advice and guidance on FGM that states;

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health.”

14.3 UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

14.4 Park and Parkwall have decided to take proactive action to protect and prevent our girls being forced to undertake FGM. The Headteacher and Governors do this in 3 ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection leads followed by dissemination of the information to all staff at the front line dealing with the children.
3. Comprehensive PSHE and Relationship and Sex Education delivered to KS2 children.

14.5 **Indications that a child is at risk of FGM** are:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.

14.6 **Indications that FGM has taken place:**

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Spend long periods of time away from the class during the day.

14.7 If we have concerns that children in our school community are at risk or victims of FGM then we refer to the South West Child Protection Procedures Guidelines for FGM (www.swcpp.org.uk). We may:

Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday ask questions like;

- Who is going on the holiday with the child?
 - How long they plan to go for and is there a special celebration planned?
 - Where are they going?
-

- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM including Sunna is illegal in the U.K even if performed abroad?

If you suspect that a child is a victim of FGM you may ask the child;

- Your family is originally from a country where girls or women are circumcised – Do you think you have gone through this?
- Has anything been done to you down there or on your bottom?
- Do you want to talk to someone who will understand you better? Would you like support in contacting other agencies for support, help or advice?

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently. Using this guidance is at the discretion of the Headteacher.

14.8 A child who has undergone FGM must be seen as a child protection issue. Medical assessment and therapeutic services should be considered at a Strategy Meeting.

14.9 If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

Safeguarding in School

15 Photographing Children

- 15.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.
- 15.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.
- 15.3 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. Parental permissions are recorded on SIMS.
- 15.4 The schools cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

16 Confidentiality

- 16.1 The schools, and all members of staff at the schools, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
-

- 16.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- 16.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

17 Conduct of Staff

- 17.1 The school have a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.
- 17.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:
- working alone with a child
 - physical interventions
 - cultural and gender stereotyping
 - dealing with sensitive information
 - giving to and receiving gifts from children and parents
 - contacting children through private telephones (including texting), e-mail, or social networking websites.
 - disclosing personal details inappropriately
 - meeting pupils outside school hours or school duties
- 17.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and South Gloucestershire Safeguarding Board procedures, we will view this as misconduct, and take appropriate action.

18 Physical Contact and Restraint

- 18.1 Members of staff may have to make physical interventions with children. Members of staff should only do this where:
- It is necessary to protect the child, or another person, from immediate danger, or
 - Where the member of staff has received suitable training (Team Teach training)

19 Allegations against Members of Staff

- 19.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:
- Committed an offence against a child
 - Placed a child at risk of significant harm
 - Behaved in a way that calls into question their suitability to work with children
-

the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by SGSCB.

19.2 The head teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.

19.3 The head teacher (or chair of governors) will gather information about the allegation, and report these without delay to the Local Authority.

19.4 The head teacher, when investigating allegations against a member of staff will consider where necessary if there has been a breach of the 'Position of Trust' as outlined in the Sex Offences Act 2003.

20 Before and After School Activities

20.1 Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the schools on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

21 Extremism

21.1 As part of our safeguarding ethos, we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonable practicable steps are taken to offer a balanced presentation of opposing views to pupils.

21.2 School will follow The Prevent Duty, DFE advice for schools (June 2015) and ensure that all staff have completed Channel training.

22 Conclusion

22.1 This schools fully recognise the contribution they can make to protecting and safeguarding children. This will take place through 3 main elements:

- **prevention**, by creating a positive school atmosphere, teaching and pastoral support to pupils;
- **protection**, by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;
- offering **support** to pupils and to staff who may have been abused.

