

THE ROBINSWOOD MULTI-ACADEMY TRUST

SAFEGUARDING POLICY

This policy forms part of the school handbook for staff and all new / supply staff must be aware of its contents.

Robinswood MAT fully recognises its responsibilities for safeguarding children (child protection). Our policy applies to all staff, governors and volunteers working in the school. The policy also covers all safeguarding elements described in the Ofsted publication "Inspecting safeguarding in early years, education and skills settings' (Aug 2016)

There are five main elements to our policy:

- Ensuring we practice safe recruitment¹ in line with Government guidance by using at least one NCL 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 Management² procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children's Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Each school has identified specific staff that are responsible for the management of child protection issues:

ROBINSWOOD PRIMARY ACADEMY	
Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding Lead at Robinswood	Mr G Philcox (Head of School) Mrs K Doorbar (Inclusion Lead)
WATERWELLS/HUNTS GROVE PRIMARY ACADEMY	
Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding Lead	Mrs C Rawlings (Head of School) Mr R Eakers (Family Support Worker)
MOAT PRIMARY ACADEMY	
Designated Safeguarding Lead Deputy Designated Safeguarding Lead	Ms A Walker (Head of School) Mrs C Ainsbury (Family Support worker)

The designated safeguarding lead is responsible for co-ordinating child protection issues within the school and for ensuring that all staff, teaching and support, paid and volunteers know who the safeguarding leads are in the school and that they all receive, on a regular basis, information that enables them to identify child protection matters and respond appropriately.

The schools have also identified a child protection governor representative:

Robinswood /Moat Primary Academy:

Mrs S Robinson

Waterwells/Hunts Grove Primary Academy:

Mrs S Stein

¹ See Safer Recruitment Policy

² See Appendix 1

The Safeguarding Governor should ensure that the Governing Body's responsibility to challenge the school on aspects of safeguarding is carried out on a regular basis. It is also the role of the designated governor to ensure that the school completes the annual safeguarding audit required by the GSCB.

Key Elements of the Policy

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

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

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board:

www.gscb.org.uk/ and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the settings senior leadership team.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role and have received a safeguarding induction within their first 7 days of employment.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse³ and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school/setting and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register.)
- 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. Where appropriate links will also be established with personnel responsible for Multi Agency Public Protection Arrangements (MAPPA) and Multi Agency Risk Assessment Conferences (MARAC)
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. Records will be dated and signed and kept in chronological order⁴ Most records – stored electronically)
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- **Ensure that all staff have read part 1 of Keeping Children Safe in Education (September 2016).**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. 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 curriculum⁵.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

³ See appendix 2

⁴ See appendix 3

⁵ See PSHE policy and Internet Safety Policy

- The school behaviour policy which is aimed at supporting vulnerable pupils in the school.
- ensuring that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Safeguarding Children Training

The school will ensure that:

- The designated safeguarding leads and deputies receive appropriate and up to date training through the Gloucestershire Safeguarding Children's Board. The designated safeguarding leads and child protection governor will attend multi agency training every two years.
- All staff will receive training every three years; any staff joining after the latest training session will be required to carry out the on-line training as organised by the GSCB.
- Governors receive appropriate training led by a representative from governor services
- The Executive Headteacher, Heads of School, designated governor and appropriate members of staff have attended up to date accredited 'Safer Recruitment Training'
- All staff are kept informed of any changes to procedures as and when appropriate
- Any new staff joining the school will be made aware of the procedures outlined in the policy and will be expected to complete online PREVENT and FGM training as part of the induction process

A record of safeguarding training is held by the Trust Business Manager.

Safeguarding Procedures at Robinswood Academy Trust

It is recognised that teachers and staff play an important role in identifying potential cases of child abuse. It is also important that all relevant agencies involved in child abuse co-operate together for the benefit of the child. All schools have a designated teacher for child protection, who liaises with Social Service departments and with teachers in school. For this procedure to work, it relies on the skills and expertise of every class teacher and adult within school to recognise or report concerns.

All staff have total commitment to child protection. They raise children's awareness about themselves through Personal and Social Education, Health Education, and develop a trusting climate so that children feel able to talk and share their thoughts and feelings.

We have a policy of partnership between home and school, but with child abuse, or suspicion of child abuse, our first and only responsibility is to the child. This may mean that parents are not informed or consulted in some instances. We may not be able to prevent child abuse, but by following child protection procedures, we are trying our best to protect all our children, and this is our first and only responsibility.

All staff, through their care of children, try to ensure that children keep safe, remain healthy and are able to say "NO". Suspected cases are reported, procedures adhered to and subsequent actions are left to the appropriate agencies. We also care for children who have been abused and understand their problems.

The DSL will ensure that supply staff etc will have a full knowledge of these procedures when working within the school.

Guidelines

In reporting concern or suspicion, all adults in school must follow the following procedures. The designated officer will then follow the Child Protection Procedures⁶.

Other staff should not attempt to conduct their own investigations or pursue the matter in any other way.

⁶ See appendix 4

APPENDIX 1

Procedures for Allegations Management

If an allegation of abuse is made against a member of staff, the Government's Allegations Management Procedures (from Working together to Safeguard Children 2010) must be implemented.

Procedures covering allegations against a member of staff or a volunteer:

1. Procedures covering allegations against a member of staff or a volunteer:

In cases of allegations against adults in school, staff should refer to the Head of School immediately. The Head of School must contact the Local Authority Designated Officer (LADO) for allegations (01452 426994 or 01452 583638) for an initial discussion. It is not the responsibility of the DCPO to oversee the Allegations Management Process.

If necessary, the Head of School/Executive Headteacher, Local Authority Designated Officer, Social worker representative of the Safeguarding Children Service, HR and police will convene a multi-agency Allegations Management meeting urgently to plan any further appropriate action

Head of School should inform the Executive Headteacher if an allegation has been made about a member of staff.

2. Procedures covering alleged abuse by the Head of School:

If an allegation has been made against the Head of School, staff should contact the Executive Headteacher immediately. The Executive Headteacher must contact the Local Authority Designated Officer (LADO) for allegations for an initial discussion. It is not the responsibility of the DCPO to oversee the Allegations Management Process.

3. Procedures covering alleged abuse by the Executive Headteacher:

If an allegation has been made against the Executive Headteacher, staff should contact the Chair of the Trust Board (Richard Barnard) who should immediately contact the Local Authority Designated Officer for allegations (01452 426994).

APPENDIX 2:

Definitions of Child Abuse

An abused child is a boy or girl under the age of 17 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who, at the time, is responsible for that child.

Physical Abuse

Physical injury to a child, including deliberate poisoning, where there is definite knowledge, or a reasonable suspicion that the injury was inflicted or knowingly not prevented.

Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not truly comprehend, and to which they are unable to give informed consent; or they violate the social taboos of family roles.

Neglect

The persistent or severe neglect of a child (for example by exposure to any kind of danger including cold or starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Emotional Abuse

The severe adverse effect on the behaviour and emotional development of a child by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment; this category should be used where it is the main or sole form of abuse.

SIGNS AND SYMPTOMS

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
 - Bruise marks in or around the mouth
 - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
 - Grasp marks / Finger marks
 - Bruising of the ears
 - Linear bruising (particularly buttocks or back)
 - Differing age bruising
 - Bite marks
 - Burns and scalds / Cigarette burns
 - General physical disability
 - Unresponsiveness in the child
 - Soiling and wetting
 - Change in behavioural patterns
 - 'Frozen' look
 - Attention seeking
 - Apprehension
 - Antisocial behaviour
 - Unkempt appearance
 - Sexually precocious behaviour / Sexualised drawings and play

- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc.

All staff should also be aware of other potential safeguarding issues, i.e.

- Child Sexual Exploitation
- Gender identity and sexuality.
- Signs of Honour Based Violence
- Forced Marriage.
- Signs of Female Genital Mutilation
- Anti-Bullying including cyberbullying.
- Domestic violence.
- Drugs.
- Fabricated and Induced Illness.
- Gangs and youth violence.
- Gender-based violence/violence against women and girls (VAWG).
- Mental health.
- Private fostering.
- Radicalisation.
- Sexting.
- Teenage relationship abuse.
- Trafficking.
- Multi-agency Public Protection Arrangements (MAPPA)
- Multi-agency Risk Assessment Conference (MARAC)
- Medication.

For further information on child sexual exploitation and Female Genital Mutilation, staff should refer to 'part A' of 'Keeping Children Safe in Education.

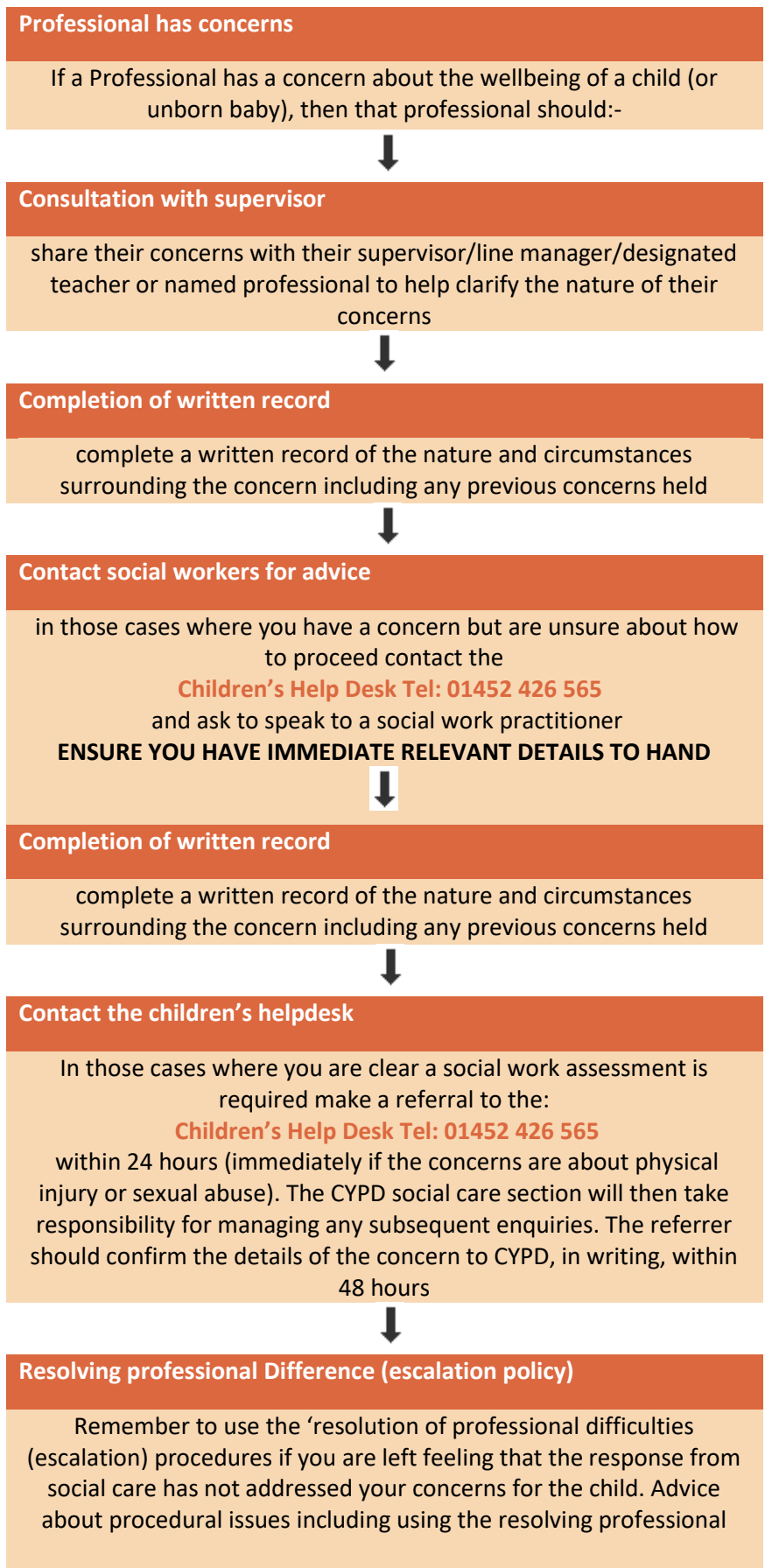
Further information regarding these issues can be found on the Gloucestershire Children Safeguarding website: gscb.gloucestershire.gov.uk

All staff are also given additional information relating to Female Genital mutilation along with other key documents:

- Safeguarding Policy
- Copy of 'Guidance for Safer working Practices for Adults working with Children and Young People' (2009)
- Keeping Children Safe in Education Part 1(September 2016)

All staff are asked to sign for the above documents.

Summary of Child Protection Procedures



differences procedures can be obtained through the **Safeguarding Children Service on 01452 58 3629**

For out of hours social work advice please contact the **Emergency Duty Team on 01452 614 194**

Appendix 5

Robinswood MAT

Record of Child Protection Concern

Name of child:

DOB:

Class:

Who is passing on concern:

Date:

Nature of concern:

This form must be passed to the DSL in line process described above.

School actions / Outcomes

(to be completed by designated safeguarding leads)

