



Safeguarding & Child Protection Policy

POLICY TO BE REVIEWED SEPTEMBER 2022

DESIGNATED SAFEGUARDING LEAD: MRS N DODWAL

DEPUTY DESIGNATED SAFEGUARDING LEAD: MRS I SAHOTA/ MRS J GEORGE 1

Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education – DfE, 2021)

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It covers all parts of the school, including Early Years. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Safer Recruitment Policy, Staff Code of Conduct Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Health, Safety and Welfare Policy, Educational Visit Policy and E-safety Policy. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2021).

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in Keeping Children Safe in Education 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
- Taking action to enable all children to have the best outcomes

2 Aims and objectives

The aims and objectives of this policy are to:

- keep our children safe;
- ensure that all our staff promote an environment where children can learn in a safe, caring, stimulating and positive school;

- ensure that all pupils know they are valued and their concerns will be taken seriously and addressed by the adults who care for them; we want all children to feel safe and know what to do if they ever have concerns about any aspect of their physical or emotional safety;
- make clear the importance of children becoming confident and resilient, and being able to make decisions for themselves;
- value the promotion of the emotional intelligence of our pupils so that they are self-aware and can empathise with others;
- ensure that this school works effectively with a wide range of agencies involved in the promotion of the health, well-being and safety of children.

This policy sets out the roles and responsibilities of all adults who work or support our school and in so doing provides guidance on how we will make sure our school is a safe and caring place for all our pupils. It outlines the procedures to be taken if an incident of concern is identified with any child in our school. It will also set out how adults record and communicate concerns and how we will monitor incidents if and when they occur.

3 Statutory framework

Section 157 of the Education Act 2002 (for Independent schools) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the Essex Safeguarding Children Board (ESCB). In Essex, all professionals must work in accordance with the SET Procedures (ESCB, 2019).

Our school works in accordance with the following legislation and guidance:

Keeping Children Safe in Education (DfE, 2021)

Working Together (HMG, 2018)

Education Act 2002

Children and Social Work Act (2017)

Effective Support for Children and Families in Essex (ESCB, 2017)

Counter-Terrorism and Security Act (HMG, 2015)

Serious Crime Act 2015 (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2018)

Data Protection Act 2018

What to do if you're worried a child is being abused (HMG, 2015)

Searching, screening and confiscation (DfE, 2018)

Children Act 1989

Children Act 2004

Preventing and Tackling Bullying (DfE, 2017),

Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)

Promoting positive emotional well-being and reducing the risk of suicide (ESCB, 2018)

Education Access team CME/Home Education Policy and Practice (ECC 2018) Preventing youth violence and gang involvement (Home Office, 2015)

Criminal Exploitation of children and vulnerable adult - county lines guidance (Home Office, 2018)

Teaching online safety in schools (DfE, 2019)

Understanding and Supporting Behaviour – safe practice for schools and educational settings (ECC 2021)

[Statutory framework for the early years foundation stage](#) (Department for Education, 2021)

[Inspecting safeguarding in early years, education and skills](#) (Ofsted, 2021)

4 Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

The trustees

The trust ensure that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The trust ensures there is a named designated safeguarding lead and deputy safeguarding lead(s) in place.

The trust ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The trust ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The trust ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils).

The trust and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding Lead (and Deputy)

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these

procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

All school staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early

help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the designated safeguarding lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

5 Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2021) describes abuse in the following way:

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children"

Keeping Children Safe in Education refers to four categories of abuse:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Peer on peer abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they

may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

A special email address solely dedicated to student concerns whether at home, in the community or the school has been set up. This has been shared with parents and students. It allows students to share a concern with a trusted adult without coming face-face with an adult. Concerns are only visible to the DSL/DDSL and will follow the same reporting procedures as any other concerns which are reported using SGMS (iamworried@ggskcollege.co.uk).

Serious violence

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

Children with special educational needs and disabilities

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Education Access Team, Social Care or Police). Parents are

required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

Our school must inform the local authority of any pupil who has been absent without school permission for a continuous period of 10 days or more.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate. The one page process map sets out arrangements for CSE in Essex.

Child criminal exploitation

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, longterm emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)

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

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Prevention of radicalisation

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our school works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate.

Mental health

Our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency.

The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Online safety and e-safety

We aim to educate pupils about e- safety issues and appropriate behaviours so that they remain safe and legal online. We want to help pupils to develop critical thinking skills to reflect and enable them to keep themselves safe and to keep any personal data and information secure. As a school we also need to minimise the risks of handling sensitive information. Linked to our Online safety policy.

The range of online risks could be categorised as:

content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, suicide, racist or radical and extremist views;

contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;

conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying

commerce: risks such as online gambling, inappropriate advertising, phishing and / or financial scams

Procedures for Dealing with Concerns about a Child

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken. }

As well as going straight to the DSL, or DLO, you can also log your concern on SafeguardMySchool. All teachers, TAs and support staff have access to this. This can be accessed through this link: <https://edukeyapp.com/safeguard/ggskc>

Once logged in, anyone reporting a concern, must select their name, the child(ren) involved, the incident date, the category the concern comes under and their reason for the concern. The login page and logging page can all be seen in appendix C.

The DSL and DSO will be alerted to a new safeguarding concern and then can act accordingly. If they feel any other staff within the school need to be aware of this incident, this can be shared with them. Any actions taken can also be logged. Any staff who the concerns have been shared with, can log any further actions, or updates.

Other staff, such as, drivers, caretakers, contractors and self-employed, can report any safeguarding concerns directly to the DSL or DSO.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing using the initial referral form given in Appendix D. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Any comment by the pupil or by an adult who might be the abuser, should be recorded quoting words actually used, as soon as possible after the comment has been made. Signs of physical injury should be described in detail. Original notes should be kept.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The member of staff will reassure the pupil, try to retain their trust, while explaining the need for action which will necessitate informing other adults. The member of staff will never guarantee confidentiality, but explain that only the minimum number of people will be informed. Staff will listen to the pupil rather than directly questioning him/her. They will not ask any leading questions and never stop a student who is freely recalling significant event.

5. Early Help

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. The School's safeguarding training includes guidance about the early help process and prepares all staff to identify pupils who may benefit from extra help with their social, emotional, behavioural, developmental and attendance needs.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Essex Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

6 Procedures

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)
- Essex Effective Support
- Keeping Children Safe in Education (DfE, 2021)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school must refer concerns to the designated safeguarding lead or deputy designated safeguarding lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via the [Essex Effective Support](#) portal. The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer

a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Children and Families Hub and / or Essex Police in making decisions about when it is appropriate to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the designated safeguarding lead (and deputy) and how to share concerns with them.

Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

7 Training

The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and trustees receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and trustees.

The school ensures that the designated safeguarding lead (and deputy) also undertakes training in interagency working and other matters as appropriate

8 Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

9 Records and information sharing

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

In line with statutory guidance, where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

10 Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional wellbeing, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

The school works in accordance with statutory guidance and the SET procedures (ESCB, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.

Where the concern involves the headteacher, it should be reported direct to the trust.

SET procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the trust must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on 03330 139 797 within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

12. Use of reasonable force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force (see section 2) and recognises that where intervention is required, it should always be considered in a safeguarding context

13. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team. We have 'whistleblowing' procedures in place and these are available in the school Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/whistleblowing) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

The school leadership team will ensure that the school has a senior member of staff designated to take lead responsibility for dealing with safeguarding issues. Management will regularly monitor and review any incidents recorded, or reported through the headteacher's reports.

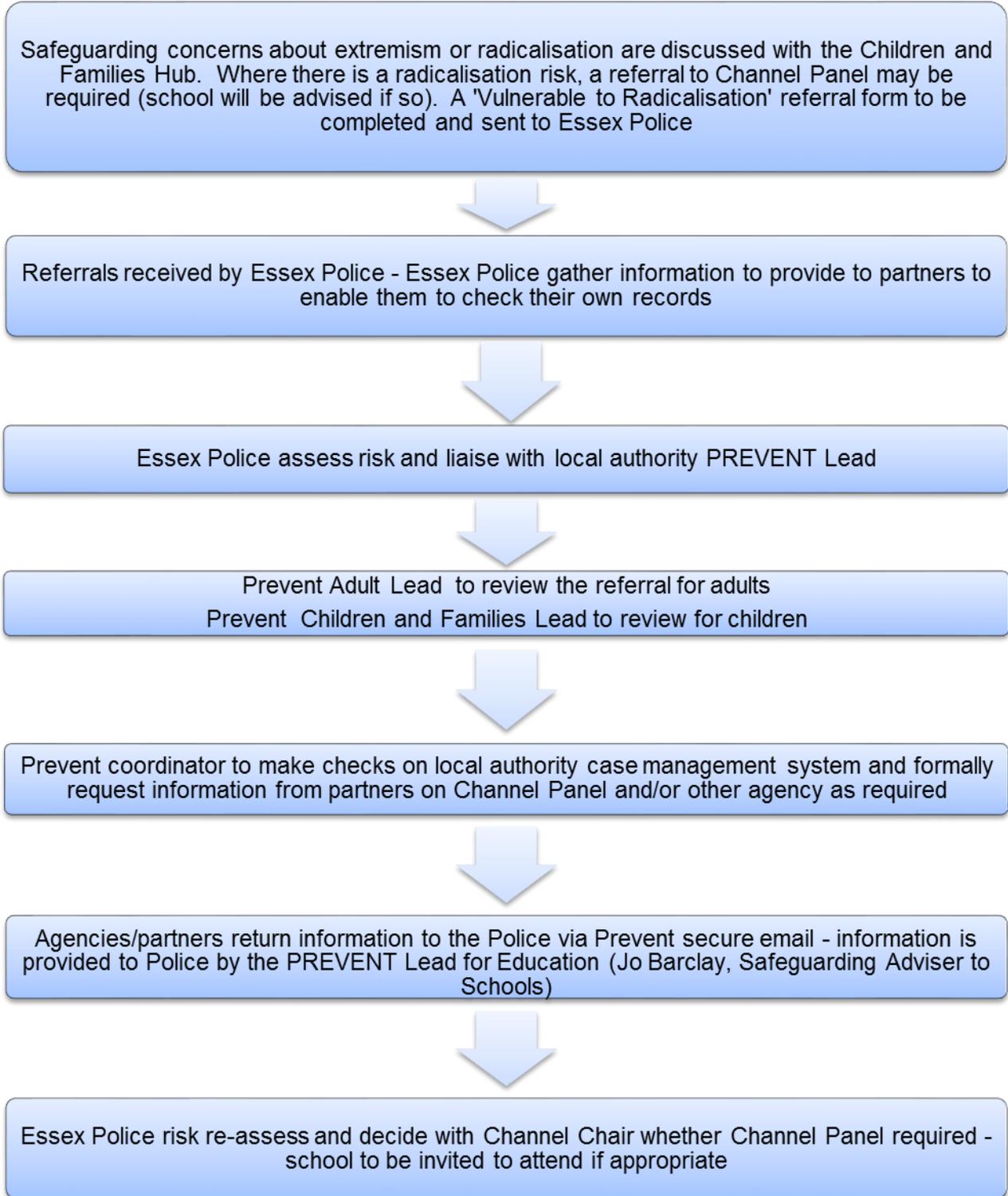
This policy is reviewed annually by the school leadership team.

Appendix A: Children and Families Hub flow chart

Children & Families Hub Partner Access Map
 (Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212



Appendix B: PREVENT Referral Flowchart





SAFEGUARDING

Report any concerns you have about any pupils at **Guru Gobind Singh Khalsa College** ([change school](#)).
Enter your password to proceed.

Welcome to the GGSK College 'Safeguard My School' portal. All issues reported will be sent straight to the Designated Safeguarding Lead (DSL), Mrs Dodwal.



SAFEGUARDING

Report any concerns you have about any pupils at **Guru Gobind Singh Khalsa College** ([change school](#)).

* Choose who you are

Incident date

* Choose pupil(s) concerned.

* Concerns

* Reason for concern

Is there an allegation against a member of staff in this incident?

Appendix D – Child Protection Initial Referral Form

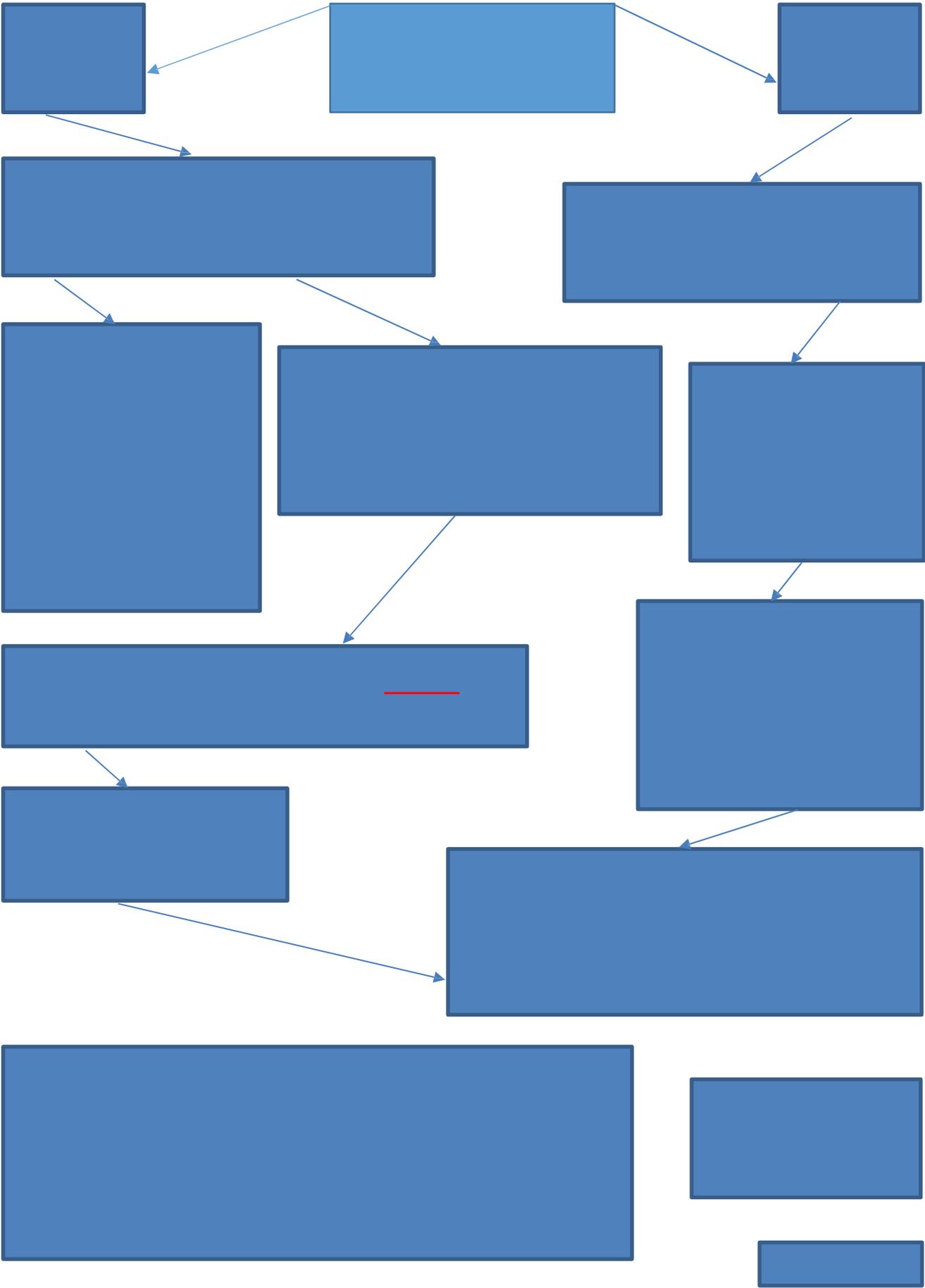
If you are approached by a child or a parent and are concerned that it may be a child protection issue, please fill in this form as soon as possible and pass it immediately to the Designated Safeguarding Lead

(DSL) or deputy. Record statements and observations rather than interpretations or assumptions. This form can also be used for staff to report their own concerns about a child. If you have made notes separately, please also attach these.

Member of Staff:	Date and time:
Student name and form/senior house:	Place:
Source: Parent/phone call/Staff report.	
Statement & observations:	
Non-verbal behaviour during initial conversation noted, if appropriate:	
Any other concerns (known background information that might help)	
Date form received by DSL	
Action taken by DSL	

The form should then be passed to the DSL Mrs N Dodwal, or Deputy DSL Mrs Sahota, including Early Years. Please continue on a separate sheet if necessary and staple together.

REPORTING A CONCERN



Suspicion or disclosure that a pupil is at risk or at harm

No

Is emergency medical treatment needed?

Yes

Is there an urgent safety issue, find the designated person, or head teacher immediately.

Arrange medical help and inform medical staff, it is a CP issue.

If a pupil discloses to you, listen and reassure. Let them know you need to pass on the information. Tell them what will happen next.

If you have a suspicion, but the pupil has not disclosed

Notify your designated person of your action as soon as possible

Complete the record of concern **before** the end of the day on Safeguard My School.

Complete record of concern on Safeguard My School, and on SafeSmart software.

Hand the record of concern to the designated person

Maintain confidentiality. Do not contact parents. The designated person will advise how parents will be contacted and who else needs to know.

NOTES: DO NOT WAIT for evidence. You do not need proof of your concern. Do Not investigate, but you must refer on to Mrs Dodwal, even if no action is needed.

Are you OK? Ask for support if you need to

C.E.T