



WIDDEN PRIMARY SCHOOL

Business Continuity Management Plan

Detailing arrangements for:

Risk Management

Incident Management

Business Continuity

Recovery and Resumption of Normal School Activity



REVIEWED BY:

Lou Kulisewa

DATE APPROVED BY THE GOVERNORS' RESOURCES COMMITTEE:

25th March 2022

REVIEW CYCLE:

Annually

NEXT REVIEW DUE:

March 2023

This template and associated guidance has been designed to complement and enhance existing Local Authority procedures and guidance, such as those covering Educational Visits and Health and Safety in Education Premises. It does not supersede those procedures or any existing arrangements for contacting key partners and the Emergency Services during a critical incident.

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1.0 About this Plan

1.1 Document Control

Date	Revision/Amendment Details & Reason	Author
16/03/2021	Revision from May 2020 policy	Lou Kulisewa

1.2 Plan Purpose

To provide a flexible response so that Widden Primary School can:

- Respond to a disruptive incident (incident management)
- Maintain delivery of critical activities during an incident (business continuity)
- Return to 'business as usual' (resumption and recovery)

1.3 Plan Remit

The following school functions are covered by this Plan:

- Teaching
- School administration
- Catering
- Out of hours clubs
- School trips

The following school premises are covered by this Plan:

- Classrooms and other teaching spaces
- Kitchen
- Offices
- Hall and Studio
- Playgrounds and school field
- Car Park
- Nursery setting

1.4 Plan Owner

The Headteacher is this Plan's Owner and responsible for ensuring it is maintained, exercised and updated in accordance with the School Policy for reviewing business continuity and emergency response plans.

1.5 Plan Distribution

The following people have been issued with copies of this plan

Headteacher	Paulina Kirkpatrick
Deputy Headteacher	Kurt Doyle
Assistant Headteacher	Kathryn Wilson
Assistant Headteacher	Kirstin Hines
Pastoral & Safeguarding Lead	Rachel Kittle
Inclusion Manager	Heather Jones
School Business Manager	Lou Kulisewa
Chair of Governors	Sanjai Desai
Site Manager	Nigel Foster
School Administrator	Jade White
Attendance Officer	Rafiq Patel

All parties on this distribution list are required to safely and confidentially store a copy of this plan, in grab bags at their regular place of work **and** off-site i.e. at home.

1.6 Plan Review Schedule

This Plan will be updated as required and formally reviewed by the governors Resources Committee each year.

2.0 Risk Management

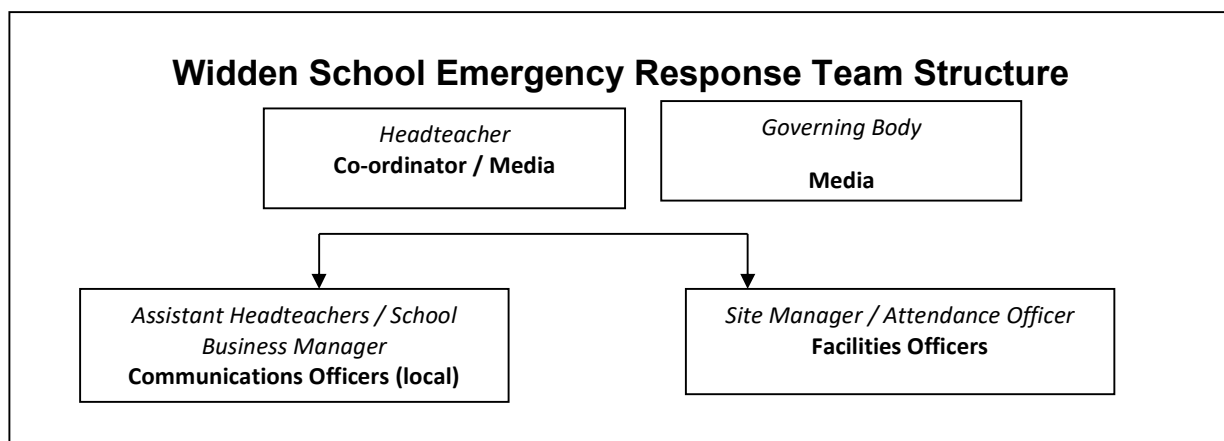
We have tried to anticipate possible scenarios that could have an impact on the school's ability to function normally and the steps we need to be taking now, to be able to minimise the risks and to prepare for the worst.

	Risk Description	Risk Control(s)	Lead for Risk Control Activities
1.	Pandemic or epidemic e.g. influenza virus, meningitis	<ul style="list-style-type: none"> • HSE Guidance for different illnesses • Particular vigilance regarding pregnant workers • Use of Supply Teachers 	Head of School
2.	Severe weather events e.g. high winds, snow, heat wave, drought	<ul style="list-style-type: none"> • Site Manager ensures that regular maintenance schedule keeps building fabric as secure and weather proof as possible • Stocks of salt kept all year round • All drains kept clear 	Site Manager
3.	Power outage	<ul style="list-style-type: none"> • Ensure that regular back-ups of all data are maintained to minimise losses • Ensure that electrical testing recommendations are implemented to minimise risk of outage • Install and maintain battery back-up systems for computer networks 	ICT technician Site Manager ICT technician
4.	Fire affecting the School premises	<ul style="list-style-type: none"> • Refer to Fire Safety Policy – <i>policy can be found in Appendix H</i> 	Site Manager
5.	Widespread or localised flooding	<ul style="list-style-type: none"> • Ensure all drains and guttering are kept free of debris 	Site Manager
6.	Transport disruption	<ul style="list-style-type: none"> • Minimal for pupils as most can walk • Sufficient local staff to cover for staff stranded by accident or other disruption 	Head of School
7.	Violent extremist activity on School premises	<ul style="list-style-type: none"> • Refer to Safeguarding Policy – <i>policy can be found in Appendix I</i> • Keep lists of parental contacts up to date – accessible through school app integration with SIMS • Regular liaison with police and community groups to provide early warning 	Head of School

3.0 Plan Activation

3.1 Responsibility for Plan Activation

A member of the nominated **School Emergency Response Team** will normally activate and stand down this Plan.



4.0 Roles and Responsibilities

4.1 School Emergency Response Team (SERT)

The School Emergency Response Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

- Leading the School's initial and on-going response to an incident
- Declaring that an 'incident' is taking place
- Activating the Business Continuity Plan
- Notifying relevant stakeholders of the incident, plan activation and ongoing response actions
- Providing direction and leadership for the whole School community
- Undertaking response and communication actions as agreed in the plan
- Prioritising the recovery of key activities disrupted by the incident
- Managing resource deployment
- Welfare of Pupils
- Staff welfare and employment issues

4.2 Roles within the SERT

Roles	Responsibilities	Accountability / Authority
Headteacher	<ul style="list-style-type: none"> ▪ Senior responsible owner of Business Continuity Management in the School ▪ Ensuring the School has capacity within it's structure to respond to incidents ▪ Determining the School's overall response and recovery strategy ▪ Business Continuity Plan development ▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc ▪ Involving the School community in the planning process as appropriate ▪ Plan testing and exercise ▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved ▪ Training staff within the School on Business Continuity ▪ Embedding a culture of resilience within the School, involving stakeholders as required 	<p>The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis, and accountability to the Governing Body.</p> <p><i>In his/her absence the Assistant Headteachers fulfil these duties.</i></p>
Media and Communication Coordinators: <i>Governing Body</i> <i>Assistant Headteachers</i> <i>School Business Manager</i>	<ul style="list-style-type: none"> ▪ Collating information about the incident for dissemination in Press Statements ▪ Liaison with Gloucestershire County Council's Press Office to inform media strategy ▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> ○ Governors ○ Parents/Carers ○ Key Council Services ▪ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc ▪ Ensuring the resilience of the School's ICT infrastructure 	<p>The Media Co-ordinators should assist with providing information to the Press Office but should not undertake direct contact with Media.</p> <p>All communications activities should be agreed by the SERT. Information sharing should be approved by the Headteacher.</p>

Facilities Coordinators: <i>Site Manager</i> <i>Attendance Officer</i>	<ul style="list-style-type: none"> ▪ Undertaking duties as necessary to ensure site security and safety in an incident ▪ Liaison with the SERT to advise on any issues relating to the school physical infrastructure ▪ Lead point of contact for any Contractors who may be involved in incident response 	Reporting directly to the Headteacher.
Incident Loggist (record keeper): <i>School Administrator</i>	<ul style="list-style-type: none"> ▪ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately 	Reporting directly to the Headteacher or School Incident Management Team.

4.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Governing Body	<ul style="list-style-type: none"> ▪ Working in partnership with the SERT and Head of School to provide strategic direction in planning for and responding to disruptive incidents ▪ Undertaking actions as required to support the School's response to a disruptive incident and subsequent recovery ▪ Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable ▪ Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers ▪ Working in partnership with Headteacher regarding media communications 	<p>Liaison with the Headteacher and SERT in response to a crisis</p> <p>Liaison regarding media communications</p> <p>Reporting progress in developing Business Continuity Plans to Parents/Carers</p>

5.0 Incident Management

Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt School activities e.g. computer virus, flu pandemics, a pre-planned strike, forecast for heavy snow or a power outage etc.

5.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

- Protect the safety and welfare of pupils, staff, visitors and the wider community
- Protect vital assets e.g. equipment, data, reputation
- Ensure urgent and necessary communication takes place
- Support the Business Continuity phase
- Support the Recovery and Resumption phase

5.2 Incident Management Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none">▪ Survey the scene▪ Assess (i.e. scale/severity, duration & impact)▪ Disseminate information (to others)	Gather and share information to facilitate decision-making and enhance the response <i>A full impact assessment form can be found in Appendix A</i>	<input type="checkbox"/>
2.	Call the Emergency Services (as appropriate)	TEL: 999 Provide as much information about the incident as possible	<input type="checkbox"/>
3.	<ul style="list-style-type: none">▪ Evacuate the School building, if necessary.▪ Consider whether it may be safer or better for the welfare of pupils to stay within the School premises and congregate at a relative place of safety indoors.▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities▪ Notify relevant stakeholders of site evacuation	<ul style="list-style-type: none">▪ Use normal fire evacuation procedures for the School▪ Consider arrangements for staff/pupils with special needs▪ If the decision is to stay within the School, ensure the assembly point is safe and take advice from Emergency Services as appropriate	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
4.	Ensure all pupils, staff and any visitors report to the identified assembly point.	The normal assembly points for the School are the infant and junior school playgrounds The alternative assembly point for the School is Napier Street Park	<input type="checkbox"/>
5.	Check that all pupils, staff, contractors and any visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contractors and visitors as a priority	Pupil registers checked Inventory register of staff and visitors checked	<input type="checkbox"/>
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	<input type="checkbox"/>
8.	Identify SERT members to undertake specific emergency response roles	<i>Information on roles and responsibilities can be found in Section 3.0</i>	<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	<i>The Log template can be found in Appendix A</i>	<input type="checkbox"/>
10.	Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident	<input type="checkbox"/>
11.	<ul style="list-style-type: none"> ▪ Take further steps to assess the impact of the incident ▪ Agree response / next steps 	Continue to record key decisions and actions in the incident log <i>The impact assessment form can be found in Appendix B.</i>	<input type="checkbox"/>
12.	Log details of all items lost by pupils, staff, visitors etc as a result of the incident, if appropriate	<i>A form for recording this information is in Appendix C</i>	<input type="checkbox"/>
13.	Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance	Depending on the incident, identify local services that may be of immediate use; family support, bilingual staff/parents, social services etc	<input type="checkbox"/>
14.	If appropriate, arrange contact with the Council Press Office via Management Support for Schools.	Establish a media area if necessary.	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
15.	Assess the key priorities for the remainder of the working day and take relevant action	<p>Consider actions to ensure the health, safety and well-being of the School community at all times. Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc to ensure the impact of the disruption is minimised.</p> <p><i>Business Continuity Strategies are documented in Section 5.3</i></p> <p>Consider the School's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.</p>	<input type="checkbox"/>
16.	Ensure staff are kept informed about what is required of them	<p>Consider:</p> <ul style="list-style-type: none"> ▪ What actions are required? ▪ Where staff will be located? ▪ Notifying staff who are not currently in work with details of the incident and actions undertaken in response 	<input type="checkbox"/>
17.	Ensure pupils are kept informed as appropriate to the circumstances of the incident	Consider communication strategies and additional support for pupils with special needs. Consider the notification of pupils not currently in school using the school website and school app	<input type="checkbox"/>
18.	Ensure parents / carers are informed as appropriate to the circumstances of the incident. Parents / carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Agree arrangements for parents / carers collecting pupils at an appropriate time. Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update, school app.	<input type="checkbox"/>
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident	Use of email and school app	<input type="checkbox"/>
20.	Consider the wider notification process and the key messages to communicate	Local radios may be useful in broadcasting key messages	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
21.	Communicate the interim arrangements for delivery of critical school activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate	<input type="checkbox"/>
22.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident <i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
23.	Seek specific advice / inform your Insurance Company as appropriate	Employers Liability Insurance details can be found on the wall in the main school office. For premises and all other insurance please contact Steve at GCC Insurance Section: 01452 425000	<input type="checkbox"/>
24.	Ensure recording process in place for staff / pupils leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required	<input type="checkbox"/>

6.0 Business Continuity

6.1 Purpose of the Business Continuity Phase

The purpose of the business continuity phase of your response is to ensure that critical activities resume as quickly as possible and / or continue to be delivered during the disruption. This may involve activation of one or more of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all resources available to you, it is therefore likely that some 'non critical' activities may need to be suspended at this time.

6.2 Business Continuity Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, you may need additional / specific input in order to drive the recovery of critical activities, this may require the involvement of external partners	<input type="checkbox"/>
2.	Evaluate the impact of the incident	<p>Take time to understand the impact of the incident on 'business as usual' school activities by communicating with key stakeholders to gather information.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> ▪ Which School activities are disrupted? ▪ What is the impact over time if these activities do not continue? ▪ Would the impact be: <ul style="list-style-type: none"> ○ Manageable? <input type="checkbox"/> <i>School functions without disruption</i> ○ Disruptive? <input type="checkbox"/> <i>School continues to function with some disruption</i> ○ Critical? <input type="checkbox"/> <i>School function is jeopardised by major disruption</i> ○ Disastrous? <input type="checkbox"/> <i>School unable to function</i> ▪ What are current staffing levels? ▪ Are there any key milestones or critical activity deadlines approaching? ▪ What are your recovery time objectives? ▪ What resources are required to recover critical activities? 	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3)	Consider: <ul style="list-style-type: none"> Immediate priorities Communication strategies Deployment of resources Finance Monitoring the situation Reporting Stakeholder engagement Produce an action plan for this phase of response.	<input type="checkbox"/>
4.	Log all decisions and actions, including what you decide not to do and include your decision making rationale	Use the Decision and Action Log to do this. <i>The log template can be found in Appendix A</i>	<input type="checkbox"/>
5.	Log all financial expenditure incurred	<i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff	<input type="checkbox"/>
7.	Secure resources to enable critical activities to continue / be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc	<input type="checkbox"/>
8.	Deliver appropriate communication actions as required	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders e.g. staff, parents / carers, Governors, suppliers, Local Authority, Central Government Agencies etc.	<input type="checkbox"/>

6.3 Business Continuity Strategies

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. supply teachers, office staff etc	School Business Manager holds supply agency contact details
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave	
3.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> Larger class sizes (subject to adult and child ratios) 	Use of school Seesaw subscription for online learning for pupils

	<ul style="list-style-type: none"> • Use of teaching assistants, student teachers, learning mentors etc • Virtual Learning Environment opportunities • Pre-prepared educational materials that allow for independent learning • Team activities and sports to accommodate larger numbers of pupils at once 	
4.	Suspending 'non critical' activities and focusing on your priorities	
5.	Using mutual support agreements with other schools	Contact Gloucester School's Partnership for support
6.	Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	

	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other schools	Contact Gloucester School's Partnership for support
2.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises	
3.	Virtual Learning Environment opportunities	School Seesaw subscription for online learning
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises portfolio	Single site school, but large site. Able to close off areas of school site.
5.	Off-site activities e.g. swimming, physical activities, school trips	

	Arrangements to manage loss of technology / telephony / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key school data e.g. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc	Server back-up system. Teams online facility for teacher resources
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	Updated paper registers kept onsite daily. Class registers in each classroom.
3.	Flexible lesson plans	School consistently ready to switch to online learning provision.
4.	Emergency lighting	Upgraded emergency lighting throughout school site.

	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers	Contact list included in appendices
2.	Ensuring all external providers have business continuity plans in place as part of contract terms	
3.	Insurance cover	GCC Insurance team
4.	Using mutual support agreements with other Schools	Gloucester School's Partnership
5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	SERT team to consider all options

7.0 Recovery and Resumption

7.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for the school as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

7.2 Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of staff and pupils	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of counselling services	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect via website, school app, school Whatsapp group and email.	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
4.	Carry out a 'debrief' of the incident with staff (and possibly with pupils). Complete a report to document opportunities for improvement and any lessons identified	The incident de-brief report should be reviewed by all members of the School Incident Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.	<input type="checkbox"/>
5.	Review this Continuity Plan in light of lessons learned from the incident and the response to it	Implement recommendations for improvement and update this plan. Ensure any revised version of the plan is read by all members of the Business Continuity Team	<input type="checkbox"/>

8.0 Appendices

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Impact Assessment Form			
Completed By		Incident	
Date		Time	

Question	Logged Response						
How were you made aware of the incident?							
What is the nature of the incident? (e.g. type, location & severity)							
Are there any staff or pupil casualties or fatalities? (Complete casualty / fatality sheets if needed)							
Have the Emergency Services been called?							
Is the incident currently affecting School activities? If so, which areas?							
What is the estimated duration of the incident?							
What is the actual or threatened loss of workforce?	<table border="1"> <tr> <td>Over 50%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>20 – 50%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>1 – 20%</td> <td><input type="checkbox"/></td> </tr> </table>	Over 50%	<input type="checkbox"/>	20 – 50%	<input type="checkbox"/>	1 – 20%	<input type="checkbox"/>
Over 50%	<input type="checkbox"/>						
20 – 50%	<input type="checkbox"/>						
1 – 20%	<input type="checkbox"/>						
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)							
Which work areas have been destroyed, damaged or made unusable?							
Is there evidence of structural damage?							

Question	Logged Response
Which work areas are inaccessible but intact?	
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the School's reputation?	
Other Relevant Information	

Lost Property Form			
Completed By		Incident	
Date		Time	

[illegible]

Financial Expenditure Log			
Completed By		Incident	
Date		Time	

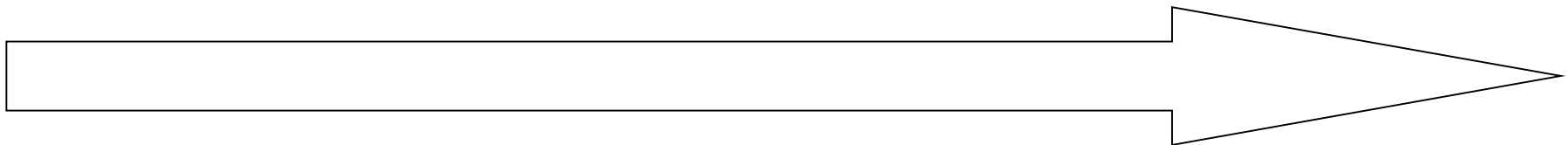
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CONTENTS OF EMERGENCY BOX / 'GRAB BAG'

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc
Organisational Information	Staff Handbook (policies and procedures)
	School branding material and stationery
Financial Information	Bank, insurance details, Payroll etc
	Invoices, purchase orders, etc
	Financial procedures
	Assets Register and Insurance Policy
Staff Information	Staff emergency contact details
IT / Equipment Information	Software licence agreement and key codes (curriculum)
	Office telephone list (for phone divert)
	Back-up rota and data restoration routine
Equipment and other items	First Aid Kit
	Local Area Map
	Portable radio (plus spare batteries)
	Wind up LED torch
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Hazard barrier tape
	Contact details for taxi / transport providers
	School Floor Plans
	Whistle / megaphones
	High visibility jacket

Critical Incident Decision-Making Tool

Information <i>What do you know / what do you not know?</i>	Issues <i>What are the problems / issues arising from that piece of information?</i>	Ideas <i>What are the ideas for solving the issues / problems?</i>	Actions <i>What are you going to do? What are you not going to do? Who is responsible? What are the timelines?</i>



CONTACT LIST

4.1 WIDDEN SCHOOL EMERGENCY RESPONSE TEAM (SERT)		
Paulina Kirkpatrick	Headteacher - SERT (Coordinator)	Work: 01452 520571 Mobile: 07709 431177
Kurt Doyle	Deputy Headteacher	Work: 01452 520571 Mobile: 07769 111095
Kathryn Wilson	Assistant Headteacher – SERT (Communications Officer 1)	Work: 01452 520571 Mobile: 07713 157073
Kirstin Hines	Assistant Headteacher - SERT (Communications Officer 2)	Work: 01452 520571 Mobile: 07961 603146
Rachel Kittle	Pastoral & Safeguarding Lead - SERT	Work: 01452 520571 Mobile: 07977 386882
Heather Jones	Inclusion Manager – SERT	Work: 01452 520571 Mobile: 07775 563929
Lou Kulisewa	School Business Manager - SERT (Communications Officer 3)	Work: 01452 520571 Mobile: 07772 323215
Jade White	School Administrator – SERT (Incident Loggist / Record Keeper)	Work: 01452 520571 Mobile: 07309 597494
Nigel Foster	Site Manager - SERT (Facilities Manager 1)	Work: 01452 520571 Mobile: 07863 936864
Rafiq Patel	Attendance Officer - SERT (Facilities Manager 2)	Work: 01452 520571 Mobile: 07985 100543
4.2 OTHER SCHOOL CONTACTS		
School Kitchen		
Sam Stevens	School Kitchen	Work: 01452 520571 Mobile: 07817 854130
Governing Body		
Sanjai Desai	Chair of Governors	Mobile: 07774 840181
Medical		
	School Nurse	0300 4211795
	Bartongate Children Centre	01452 417593
	Gloucester Hospital	0300 422 2222
Others		
Winston's Wish	Helpline: 0845 20 30 40 5 Email: info@winstonswish.org.uk Website: www.winstonswish.org.uk	
Faith Communities	Muslim	Rafiq Patel (as above)
	C of E	St James Church
	Roman Catholic	Msgr Liam Slattery: St Peters Church
	Bartongate Police Station	01452 753702
<p align="center">EMERGENCY SERVICES 999</p> <p align="center">Shire Hall SERT Team: 01452 427171 GCC Insurance Team: 01452 425000</p>		

4.3 EMERGENCY SUPPLIER CONTACTS

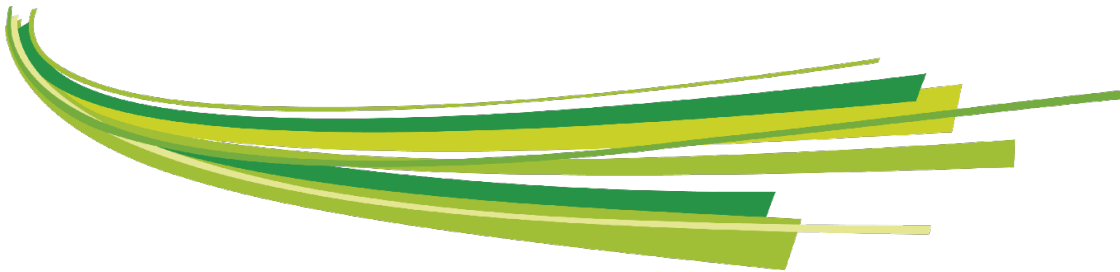
Security firm	Glevum	01452 729713
Alarm Monitoring	Securi-Guard Monitoring	01752 204911 (1943)
Alarm maintenance	Decibel	01452 855959 / 07447 099215
Fire systems / extinguishers		
CCTV		
Emergency gas	P&R Heating	07815 912848 / 07974 209855
Emergency electrician	P&R Heating	07815 912848 / 07974 209855
Emergency glazer	The Window Doctors	07849 299 199
Emergency drainage	Drain Doctor	0808 301 9877
Gas works contractor	P & R Heating	01453 791492
Electric works contractor		
Drainage works contractor	Hewer Facilities	01452 525854
Glazier contractor	Alfram	01452 729619
Water company	Water Plus	0345 072 6072
Internet supplier	BT	0330 031 0939
Coach hire companies	Jackies Coaches	01452 720666
	Bennets Coaches	01452 527809

APPENDIX H



WIDDEN PRIMARY SCHOOL

FIRE SAFETY AND EVACUATION POLICY



RESPONSIBLE PERSON:

KURT DOYLE

DATE APPROVED BY THE FULL GOVERNING BODY

MARCH (PENDING)

REVIEW CYCLE:

Every 2 years

NEXT REVIEW DUE:

MARCH 2024 (PENDING APPROVAL)

Aim

It is the overall aim of Widden Primary School to minimise the risks to staff and employees, which may arise from fire. This will be achieved by ensuring precautions are taken to avoid fires occurring and by ensuring that procedures for minimising the effects of an outbreak of fire and evacuating the premises are in place.

Fire safety management

Main duties are:

- To minimise risk from fire through thorough risk assessments
- To ensure adequate staff/ fire manager training has taken place
- To produce an emergency plan and put up fire notices
- To conduct fire drills
- To check adequacy of firefighting apparatus and its maintenance
- To implement recommendations from the Fire Risk Assessment
- To consult with the LA Fire Risk Assessment officer on matters of fire safety
- To conduct regular fire safety inspections and record the findings
- To make frequent informal checks
- To ensure fire escape routes and fire exit doors/ passageways are unobstructed and doors operate correctly
- To check fire detection and protection systems are maintained and tested and records kept
- To ensure Fire Safety Log Book is kept up to date and accessible

Fire procedures

Notices displaying the fire procedures are displayed at each fire alarm call point. **See appendix 1.** They are also displayed prominently in all areas of the building

Persons responsible for fire safety

Action or	Responsible	In absence
Overall responsibility	Head teacher	Deputy Head Teacher
Competent person/ Fire Marshall	Deputy Head Teacher	SBM
Fire safety training, induction and revision	Site Manager	SBM
Fire risk assessments	Site Manager	SBM
Fire drills	Head Teacher	Deputy Head Teacher
Updating of log book / recording	Site Manager	SBM
Checks on call points	Site Manager	SBM
Checks on emergency lighting	Site Manager	SBM
Fire escapes unobstructed	Site Manager	All staff
Check all fire detection and protection systems are maintained	Site Manager	SBM

*Please refer to **Appendix 5** for a detailed overview of responsibilities for sweeping the building.*

Fire safety training

Appropriate specific training for the Responsible and Competent persons will be undertaken at least every three years.

All staff will have internal training annually during the month of September. This will include:

- Understanding the emergency plan/ fire procedure
- The importance of fire doors
- The significant findings of the Fire Risk Assessment
- Guidance on the use of relevant firefighting equipment e.g. fire extinguishers, fire blankets – to protect escape route
- Reporting to the assembly area
- Exit routes including alternatives
- General matters of fire safety e.g. keeping combustibles away from possible ignition sources
- Assisting visitors and any disabled persons from the building

In addition:

- All agency staff to be given fire procedure information with induction pack
- New staff to be taken through annual training schedule as part of induction package

All records of training & induction to be recorded in Fire Safety Log Book located in the office.

Fire Risk Assessment appraisal

To be carried out annually by the Site Manager, Head Teacher, Deputy Head Teacher and a representative from the governing body.

All issues that present a fire risk to be actioned as per the priority rating where this is not possible a mitigating statement should be written into the assessment according to premise health and safety procedures. In any case the action should always be completed to demonstrate and provide evidence to an enforcement officer.

Evacuation Drills

The procedure for emergency evacuation (**appendix 1 and appendix 2**) is displayed by each fire alarm call point.

The main alarm indicator panel is situated in the foyer by the office. Fire drills are executed by the Site Manager via this panel.

Evacuation drills should be carried out at minimum 6-monthly, usually 3 in each school year.

Different times and days of the week are used, some drills are spontaneous and unplanned whilst others are planned with staff being given notice ensuring all staff are aware of the procedures.

Staff roles and responsibility in the event of an evacuation alarm are set out on the fire instructions for staff sheets that are displayed alongside the instructions for pupils in each room. More detail is provided in the Fire Control sheets in appendix 5.

Fire Doors and exits

Where reasonably safe to do so, all doors should be closed after the last person has exited. This will prevent fire spreading and so minimise damage.

All fire exit routes are signed clearly with directional arrows.

Follow up to evacuation drills

Drills must be recorded in the Fire Safety Log Book located in the office. Timing of each evacuation must be recorded accurately. All persons will receive immediate feedback on the success of the evacuation at their assembly point.

As part of Health and Safety monitoring, the Site Manager will periodically check the Fire Safety Log Book and the evacuation schedule. In their absence, this will be completed by the School Business Manager.

Maintenance of fire doors, fire exit doors, fire equipment and systems

Fire extinguishers, fire alarm systems and emergency lighting are maintained by professional consultants.

Staff will also carry out the routine tests on the systems and precautions as follows:

System	Frequency	Method of test
Fire alarm	Daily	Visual check of panel for fault indications
Fire alarm	Weekly	Test key operation of different call points each week in rotation
Fire alarm	At least 6-monthly	Servicing/ Battery test
All external and internal doors	Daily	Confirmation that doors open and that they aren't obstructed
Emergency lighting – Function test	Monthly	Momentary operation of test switch or circuit breaker.
Emergency lighting – discharge test	Annual	Switched on and left for at least the duration of the battery e.g. an hour or 3 hours.
Fire extinguishers, fire blankets	Weekly	Check that seals are intact, equipment has not been removed or tampered
Fire extinguishers	Annual	Service (extended service)

Records for these tests are kept in the Fire Safety Log Book located in the office. These checks are the responsibility of the Site Manager. In their absence, the School Business Manager is responsible for ensuring they are completed.

Daily checks do not need to be recorded, unless there are concerns.

Disabled pupils/ members of staff

All persons that require assistance to evacuate the building should have a written Personal Emergency Evacuation Plan (PEEP). Staff should be aware that they must endeavour to evacuate them in the event of an emergency (without putting themselves at risk), and not wholly rely on the fire and rescue service. It is the responsibility of the SENDCo to ensure that any pupils requiring a PEEP have an effective plan in place and staff are aware of the protocol for evacuation.

It is the responsibility of individual staff members to make the Head Teacher aware of any reasons why they may require a PEEP.

FIRE

PROCEDURES

For Pupils

If you discover a fire

1. **Immediately tell a member of staff** who can sound the nearest alarm

When the alarm sounds

1. **Exit the building** using the nearest fire exit
2. **Do not** attempt to **collect bags** and belongings
3. **Walk in silence** to the assembly point
4. **Follow instructions** given by your teacher
5. **Line up** in silence
6. **Do not re-enter** the building **until** you are **given permission** to do so by your teacher

FIRE

PROCEDURES

For Staff

If you discover a fire

1. **Sound** the nearest alarm
2. **Report the fire** by phone or in person to a member of the **Senior Leadership Team**

When the alarm sounds

1. Ensure all **children** have been **safely evacuated** via the nearest exit
2. **Exit the building** closing doors and windows as you leave. Do not lock doors
3. **Walk** in silence to the allocated assembly point:

NURSERY – Gate C

EYFS/ KS1 & Y3 – Infant playground

Y4/ Y5/ Y6 – All weather playground

If children are nearer the other assembly point, staff should assemble there with them. Please make SLT aware.

4. Teachers to **collect class registers** from the admin team, confirm all pupils have been accounted for
5. **Report** any known **missing persons** to the responsible person –**Mrs Kathryn Wilson, Miss Kirstin Hines or Ms Newbury**
6. **Do not re-enter** building **until** you are **given permission** to do so by the Fire Officer: **Kurt Doyle**

Emergency Plan Checklist



	Tick Box
<ul style="list-style-type: none"> Adequate provision of Fire Action Notices – by all final exits and call points. 	
<ul style="list-style-type: none"> Method for calling the emergency services 	
<ul style="list-style-type: none"> Appropriate Fire Alarm for the premises, relevant persons, associated hazards & risks 	
<ul style="list-style-type: none"> Practice and document suitable evacuation procedure for the premises, relevant persons, associated hazards & risks. Ensure staff react immediately when alarm sounds (aim is to evacuate in 2½ mins). Ensure staff are aware that no-one returns to the building unless permission has been granted by the Fire Officer/Police Officer. 	
<ul style="list-style-type: none"> Provision of clearly identified external assembly points 	
<ul style="list-style-type: none"> Clear identification of escape routes with appropriate signage & markings in compliance with The Health & Safety (Signs & Signals) Regulations 1996/ BS 5499. 	
<ul style="list-style-type: none"> Provision of adequate and appropriate firefighting equipment and signage. 	
<ul style="list-style-type: none"> Clear description of employee duties 	
<ul style="list-style-type: none"> Employee training 	
<ul style="list-style-type: none"> Plans & provisions for the evacuation of those at particular risk (special needs) 	
<ul style="list-style-type: none"> Site policy & procedure for the use of emergency equipment in the event of an emergency 	
<ul style="list-style-type: none"> Include any high risk areas/ equipment in the plan and clearly identify e.g. gas valves, electrical switchgear, chemicals and fuels. 	
<ul style="list-style-type: none"> Liaison with the emergency services including provision of appropriate information in the event of an emergency. 	
<ul style="list-style-type: none"> Establish process for briefing visitors/contractors. (Consider use of Hot Work Permits). 	

Date completed: _____

Completed by: _____



WIDDEN PRIMARY SCHOOL 2021/22 FIRE CONTROL SHEET 1

Last updated: 1st March 2022**RESPONSIBILITY:****DATE:****1. SCHOOL BUILDING CLEARED**

Zone 1	J White/ L Symons	SLT offices, Admin offices, Year 2, KS1 toilets, Year 1
Zone 2	L George/ A Hassanjee	Reception toilets, classrooms, bay area and outside area
Zone 3	H Jones/ G Nanabawa	School hall, Year 6 toilets, Year 6 classrooms, Year 6 corridor, Site Manager's office, Therapy room, Year 3, KS2 boys toilets
Zone 4	R Kittle/ S Baker	Studio, Studio kitchen, School kitchen, KS2 girls toilets
Zone 6	L Parsons/ C Waddington	Year 4 classrooms and bay, Resources room, Staff room
Zone 7	S Talbot/ T Anderson	Year 5 Elliot building including toilets and intervention room
Zone 10	R Bheda/ C James	Nursery rooms, Nursery toilets, Nursery staffroom and office
Site Manager & SBM	N Foster L Kulisewa	Report to the SBM at the Fire Control Panel, identify the source of the fire and accompany her to meet the Fire Brigade at the car park gate/ roundabout. The fire alarm will be switched off only on the recommendation of the Fire Officer in communication with the Deputy Head Teacher.
School Administrator	L Symons/ J White	Confirm that all staff, visitors and contractors have been accounted for. Report to Mr. Doyle (or SLT member in absence) concerning the safety of any Staff, Visitors, or Contractors who are on the School premises
Nursery	C Newbury/ S Wathen	Confirm to Mr. Doyle that all Nursery children and staff have been accounted for.

2. PUPIL CHECK

School section	Responsibility	All pupils accounted for?	Missing pupils
NURSERY	C Newbury S Wathen (RB)		
R – Y3	K Hines H Apperley (NT)		
Y4 – Y6	K Wilson F Bobat (GN)		

3. STAFF AND VISITOR CHECK

School section	Responsibility	All staff and visitors accounted for?	Missing staff or visitors
STAFFING AND VISITORS	L Symons J White		

4. MATTERS ARISING

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**WIDDEN PRIMARY SCHOOL
FIRE CONTROL SHEET 2: NURSERY**

RESPONSIBILITY: Nursery – C Newbury/ S Wathen

Date:

Please check with each teacher that their register has been taken and that all pupils have been accounted for. Write the names of any missing pupils into the right hand column below (missing pupils are those who were registered but do not appear during the alarm).
When complete bring this sheet to the Fire Control Officer.

Nursery

Group	Key Adult	All Pupils Accounted for? Y/N	Missing Pupils
2YO	CN		
3YO	CN		
4YO/ Pre-School	CN		

WIDDEN PRIMARY SCHOOL
FIRE CONTROL SHEET 3: FRONT PLAYGROUND

RESPONSIBILITY: R – Y3 – K Hines/ H Apperley

DATE:

**Please check with each teacher that their register has been taken and that all pupils have been accounted for. Write the names of any missing pupils into the right hand column below (missing pupils are those who were registered but do not appear during the alarm).
 When complete bring this sheet to the Fire Control Officer.**

Class	Teacher	All Pupils Accounted for? Y/N	Missing Pupils
Donaldson	NW		
Murphy	PM		
Butterworth	SB		
Rosen	LA		
Milne	HA		
Bond	RJ		
Dahl	JE		
Rowling	SB		

WIDDEN PRIMARY SCHOOL
FIRE CONTROL SHEET 4: ALL WEATHER PITCH

RESPONSIBILITY: Y4 – Y6 – K Wilson/ F Bobat

DATE:

**Please check with each teacher that their register has been taken and that all pupils have been accounted for. Write the names of any missing pupils into the right hand column below (missing pupils are those who were registered but do not appear during the alarm).
 When complete bring this sheet to the Fire Control Officer.**

Class	Teacher	All Pupils Accounted for? Y/N	Missing Pupils
Morpurgo	CW		
Bushy	KaD NS		
Rauf	AP		
Horowitz	TA		
Zephaniah	FB		
Blackman	PB		

WIDDEN PRIMARY SCHOOL
FIRE CONTROL SHEET 5: STAFFING AND VISITORS

RESPONSIBILITY: L Symons

DATE:

Please check the InVentry system register to make sure that all individuals have been accounted for. Write the names of any missing individuals into the right hand column below (missing individuals are those who were registered but do not appear during the alarm).

When complete bring this sheet to the Fire Control Officer.

Groups	Checker	All Individuals Accounted for? Y/N	Missing Individuals
Staff	LS		
Visitors	LS		
Contractors	LS		



SAFEGUARDING (CHILD PROTECTION) POLICY



REVIEWED BY:

Kurt Doyle

DATE APPROVED BY THE FULL GOVERNING BODY:

16th November 2021

REVIEW CYCLE

Annually

NEXT REVIEW DUE:

October 2022

Rationale

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Safeguarding is defined as –

- Protecting children from maltreatment;
 - Preventing impairment of children's mental or physical health or development;
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best outcomes.
- Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

- Widden Primary School fully recognises its responsibilities for Safeguarding. This policy applies to all staff, Governors, volunteers and visitors working in the school. It also applies to all Breakfast and Afterschool clubs. Wherever the policy refers to 'the school' this includes all Widden activities.
- We also expect other members of our community, such as parents and pupils, to share our resolve to keep all children safe.

Widden Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore 'to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures.

Widden Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations.

The following documents, circulars and guidance for good practice govern child protection work at Widden Primary School:

- Gloucestershire Safeguarding Children Partnership - Safeguarding Children Procedures (www.gloucestershire.gov.uk/gscp)
- South West Child Protection Procedures: [South West Child Protection Procedures \(proceduresonline.com\)](http://proceduresonline.com)
- Dealing with a disclosure school guidance (*See Appendix 1*)
- Children Act 1989;
- Children Act 2004;
- Child Care Act 2006 (as amended 2018)
- Working together to safeguard children (DfE) July 2018;
- Keeping Children Safe in Education (DfE) September 2021;
- Sexual Violence and sexual harassment between children in schools and colleges
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (May 2019 and April 2020 Addendum);
- What do you do if you are worried a child is being abused March 2015; (*See Appendix 2*)
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015);
- Information sharing advice for safeguarding practitioners (DfE – updated 2018);
- Children Missing Education (September 2016);
- Child Sexual Exploitation (February 2017);
- Voyeurism (Offences) Act 2019
- Teaching Online Safety in School (DfE) June 2019
- When to call the police – National Police Chiefs Council (NPCC)

Aims

Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child who is at risk of harm. Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Widden Primary School will

provide information and training for all staff and other adults to carry out this duty of care responsibly.

- To **always** act in the interests of the child.
- To ensure the safety and well-being of the children in our care.
- To ensure that whilst children are in our care they have a safe, secure and protective environment in which to thrive.
- Everyone is aware of and alert to the signs of abuse in order to act quickly and appropriately.
- To provide an offer of care and support to ensure the welfare and safeguarding of all the children in our school.
- To ensure that children who have suffered abuse are supported in accordance with any agreed plan.

Prevention

The six main elements of the policy are:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe and support mental well-being;
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- supporting pupils who have been abused in accordance with his/her child protection plan;
- establishing a safe environment in which children can learn and develop;
- ensuring there are links with other safeguarding policies and practice, for example, physical intervention, anti-bullying, behaviour policy, attendance, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism, the safeguarding response to children who go missing from education, and ensuring that the identity of the DSL and deputies are included within school systems to support safeguarding and are explained to all staff as part of their induction. (Further guidance on these issues is available on the Gloucestershire Safeguarding Children Partnership website:

<https://www.gloucestershire.gov.uk/gscp/>

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from harm,
- Ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect children from harm

Procedures

Widden Primary School will ensure that all staff follow the procedures set out by the Gloucestershire Safeguarding Children Executive and take account of guidance issued by the Department of Education (DfE) to:

- Ensure we have a Designated Safeguarding Lead for child protection who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities. Widden Primary School's Designated Safeguarding Leads (DSLs) are: Kurt Doyle (Kurt.Doyle@widden.gloucs.sch.uk) and Rachel Kittle (Rachel.Kittle@widden.gloucs.sch.uk). In addition our trained, Deputy Designated Safeguarding Leads (DDSLs) are: Kirstin Hines – Assistant Headteacher, Katherine Wilson – Assistant Headteacher and Penny Marshall – Class Teacher. All have received GSCP approved training every 2 years to support this policy in school – this includes managing the school's safeguarding process and effective liaison with other agencies, including holding to account. All Designated Safeguarding Leads have appropriate job descriptions to enable them to effectively carry out this part of their role.
- Ensure it has a member of staff who will act in the absence of the DSL.

(Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. The DSL and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns. If the DSL is unavailable the Deputy Leaders will be the next point of contact. If in doubt, refer concerns to a member of the Senior Leadership Team. At Widden primary School, we will:

- Ensure we have a nominated governor responsible for child protection. The designated Governor for Child Protection for the school is Fiona Womersley. She can be contacted via the clerk to Governors at clerk@widden.gloucs.sch.uk.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead responsible for child protection and understands their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Children Missing Education (CME) and Radicalisation and Extremism, and maintain an attitude of 'it could happen here'.
- Ensure all staff and volunteers understand their responsibility for referring any concerns to the DSL in a timely manner and are aware that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and publishing its policy on the school website.
- Ensure that parents are aware that this policy is available on request, and that the policy is available on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.
- Develop links with other agencies that support the child such as Child and Adult Mental

Health Service, Education Inclusion Team and Education Psychology Service.

- Ensure that community users organising activities for children are aware of, and understand the need for compliance with, the school's child protection guidelines and procedures.
- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
- Be aware of and follow procedures set out by the DfE and the Gloucestershire Safeguarding Children Executive where an allegation is made against a member of staff or volunteer, including making a referral to the DBS and/or TRA if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Ensure that if a child, who has a Child Protection Plan leaves, their information is transferred to the new school immediately and social care is informed.
- Operate safer recruitment practice; ensuring that at least one member on every recruitment panel has completed safer recruitment training.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that all staff are aware of what to do if there are concerns around a child. Appendix 1 refers to what to do if you are concerned. A copy of the Multi Agency Referral Form that must be completed when making a referral can be accessed from the Gloucestershire Safeguarding Children Executive website.

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is a senior member of staff from the leadership team and has responsibility, management oversight and accountability for child protection, along with the Head Teacher. Deputy DSLs are trained to the same standards as the DSL and the role is explicit within their job description. DSL training is undertaken every 2 years and has been updated to allow the DSL to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND pupils to stay safe online.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher.

The key role of the Designated Safeguarding Lead is to:

- To promote the educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, to identify the impact that these issues might be having on children's attendance, engagement and achievement at school.
- To ensure that the school is aware of children who currently need a social worker, and have an understanding of their academic progress and attainment, maintaining a culture of high aspirations for them.
- Support teaching staff to feel confident, to provide additional academic support or reasonable adjustments to support children who need or have needed a social worker to reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

- Manage referrals from school staff or any others from outside the school;
- Work with external agencies and professionals on matter of safety and safeguarding;
- Undertake training;
- Raise awareness of safeguarding and child protection amongst the staff and parents;
- Ensure that child protection information is transferred to the student's new school;
- To ensure that the use of technologies such as CCTV and walkie talkies are used appropriately and used in line with associated school policies
- Be aware of pupils who have a social worker
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. Staff should only involve those who need to be involved when a child tells them that he/she is being abused or neglected. A written record will be made of what information has been shared with whom, and when. **(Written records at Widden Primary School are made using the CPOMS online database)**

Paper copies of child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Electronic child protection records will also be stored securely on the CPOMS database separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Leads will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. In keeping with best practice, the school will hold more than one emergency contact number for each pupil.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

If a pupil moves from our school, the DSL will consider whether it is appropriate to share any information with the new school in advance of the pupil leaving. Child protection records may be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools or in instances where advance information would allow the new school to

continue supporting the victim of abuse and have the appropriate support in place for the pupil's arrival. We will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.

In summary, the DSL is responsible for:

- Organising child protection induction training for all newly appointed staff and whole staff training, refreshed at least every 3 years;
- Undertaking, in conjunction with the Headteacher and Safeguarding Governor, an annual audit of safeguarding procedures;
- Referring a child to the MASH Team when there are concerns about possible abuse and neglect;
- Referring a child to the Channel Panel when there are concerns about possible radicalisation or involvement in extremist groups;
- Keeping records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately;
- Ensuring all child protection records are kept securely, separate from the main pupil file, and in locked locations;
- Ensuring information is dealt with in a confidential manner and staff will be informed of relevant details when DSL feels this knowledge will improve staff's ability to deal with an individual child or family;
- Ensuring that all child protection files are transferred in a safe and timely manner when a child moves settings within and out of county;
- Notifying the key worker if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan;
- Monitoring unauthorised absence, particularly where children go missing on repeated occasions, reporting concerns in line with 'missing children' procedures;
- Developing effective links with relevant agencies and other professionals and co-operate as required with their enquiries regarding safeguarding matters including co-operation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings;
- Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first;
- Co-ordinating a programme of safety, health and well-being through the curriculum, including issues of protective behaviours, healthy relationships, staying safe on-line, and the promotion of fundamental British values.

Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and seek further support as appropriate.

Roles and Responsibility of Governors and Governing Bodies

It is the responsibility of the Governing Body to ensure that they comply with their duties under legislation. The governors of Widden Primary School must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education places statutory requirements on all governing bodies. The Governing Body will ensure that Widden Primary School has policies and procedures in place which reflect their local circumstances and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures

Safer Recruitment and Employment Practices

Widden Primary School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Widden Primary School will follow the 'Safer Recruitment' processes for all appointments, which will include the following;

- Declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;

Our statement of Commitment

“ Widden Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, TRA Teacher Services, Qualification and ID Checks.” The school will:

- Ensure that shortlisting is in accordance with the provisions of Part 3 of KCSIE 2021: 'Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records, further information can be found on www.GOV.UK
- This information should only be requested from applicants who have been shortlisted. The information should not be requested in the application form to decide who should be shortlisted.
- Ensure that at least one member of the interview panel has attended Safer Recruitment training;
- Ensure that references are gained before interview;
- Ensure that a safeguarding question is included in the interview;
- Ensure that any gaps in employment are explored at interview;
- Undertake a DBS check* at the relevant level to the position of staff and governors in line with the new DBS government workforce guide and Disqualification under the Child Care Act for staff who work in a child care capacity, whether paid, volunteer or in work placements (a change in the law means that Disqualification by Association now only applies in domestic settings, not schools). Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff is required to speak to the school;
- Ensure that governors have an Enhanced DBS check and new appointments are TRA checked for Section 128 prohibition from governance;

- Ensure that prohibition of teaching checks are completed for everyone engaged in 'teaching work', whether a qualified teacher or not: and this must be appropriately recorded on the Single Central Register, ensuring that a prohibition check is carried out for anyone involved with 'teaching work', not just those with QTS - a teaching role is defined as planning and preparing lessons and courses for pupils, delivering lessons to pupils, assessing and reporting on the development, progress and attainment of pupils, however, these activities are not classed as teaching work for the purposes of Keeping Children Safe in Education regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head Teacher to provide such direction and supervision
- Where the school places a pupil with an alternative provision provider, the school will ensure that there is appropriate safeguarding provision in place to meet the needs of the pupil and will ensure that written confirmation is obtained regarding safeguarding checks carried out on those working at the establishment
- Ensure checks are carried out for individuals who have lived or worked abroad for more than three months during their adult life. Where these checks are not able to be completed the school will carry out a risk assessment in every instance

(*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'.) A supervised volunteer who regularly teaches or looks after children is not deemed to be in 'regulated activity'. In case of staff or volunteers who provide personal care, this includes helping a child with eating and drinking and for reasons of illness, or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability)

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.

All new appointments working within our school who have substantial access to children will be checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK. The school will always ask for written information about previous employment history and check that the information is complete.

The school maintains a single central record of recruitment checks for audit purposes.

Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

Volunteers who are not working in regulated activity, will be supervised at all times.

The school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day) in these occasions the Head Teacher will use their professional judgment on how best to supervise these occasions.

All new staff are made aware of their obligations with regard to safeguarding through an induction procedure which includes a copy of the Child Protection (Safeguarding) Policy, Staff Code of conduct, introduction to the DSL's, Keeping Children Safe in Education 2021 Part 1 and Annex B, and Guidance for safer working practice document.

All staff are required to verify each year that they have read and understood Part 1 and Annexe B of Keeping Children Safe in Education. Every three years all staff are required to undertake refresher training for Level 1 Safeguarding.

Disqualification under the Childcare Act 2006

Changes to Disqualification under the Childcare Act 2006, as amended by the Childcare (Early Years Provision Free of Charge) (Extended Entitlement)(Amendment) Regulation 2018 have been made, following a consultation into Disqualification under the Childcare Act 2006. The new legislation came into force on 31st of August 2018.

In the recent past, staff providing child care could, in certain circumstances, be prohibited from working with children because of the convictions made by someone who lives in their household. This is no longer the case.

Disqualification by Association now only applies in domestic premises, not to schools. However, staff working in child care may still be disqualified because of offences committed by themselves. Relevant people include anyone working with children of reception age or younger and children between five and eight years old in and out of the school setting (like breakfast clubs or afterschool care).

All staff at Widden Primary School are made aware that their 'relationships and associations' (including online) may have a safeguarding implication.

Staff should discuss with the Head Teacher or DSL if they need further guidance or help.

Allegations of Abuse Made Against Other Children

At Widden Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, sexting, indecent exposure and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the school may be affected by this pupil

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/ Senior Leadership team; Head Teacher and, in extreme cases, the Governing Body. At the Head Teacher's discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity.

Widden Primary School will follow the NPCC 'When to call the police' guidance.

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, PSHE, RSE and other curriculum areas the children are taught tolerance, empathy and understanding. Widden Primary School has a group of pupils who have been trained as Anti-Bullying Ambassadors so as to support friendly play and co-operation and act as a mentor in peer fallouts, upsets and arguments etc. or to inform an adult if situations cannot easily be resolved.

Allegations against Staff and Volunteers

This is not the responsibility of the Designated Safeguarding Lead.

Widden Primary School will follow **the provisions of Part 4 of KSCIE 2021 (see pages 81-98)**, "Managing Allegations Against Staff or Volunteers" (DSPP Procedures) and have regard for the DfE 'Harm Test' guidance in respect of all cases in which it is alleged that a teacher or other member of staff, including volunteers, has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children. This is to take account of situations where a person's behaviour outside of school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.

The Head Teacher will deal with allegations made against school staff.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Gloucestershire Local Authority Designated Officer for Allegations Management (LADO) or duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2018) and the GSCP Safeguarding Children Procedures.

- **LADO – 01452 426994 or 01452 583638**

The LADO will hold an initial discussion with the senior member of staff and seek agreement on how to proceed. The senior member of staff has the responsibility to ensure that a record of the allegation and the outcome of the initial discussion with the LADO or the outcome of any enquiry is included on the member of staff's personnel file. A copy should also be given to the individual. A clear and comprehensive summary of any allegation and how it was followed up and resolved is vital to ensure that accurate information can be given in response to any future request for a reference or DBS query.

At Widden Primary School, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Head Teacher without delay (or where that is not possible, to the Deputy Head or Designated Safeguarding Lead); any concerns about the headteacher should go to the Chair of Governors whose contact details can be found in the staff handbook and on our safeguarding notice board in the staff room. When dealing with allegations:

- if any allegation is made a quick resolution should be a clear priority. If the nature of the allegation does not require formal disciplinary action, the school will endeavour to instigate appropriate action within three working days
- in response to an allegation all other options should be considered before suspending a member of staff
- allegations that are found to be malicious should be removed from the personnel records
- reporting restrictions only apply to teachers in schools
- pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school will therefore consider the appropriate sanction
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality

- after any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded
- where an allegation has been substantiated and the individual is dismissed or resigns, the school may consider referring the matter to the TRA for consideration for a prohibition order

In addition to this Widden Primary School have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Widden Primary School will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (May 2019 and April 2021 addendum). This covers a wide range of issues around staff conduct.

Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy. A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged or compromised
- information about any of the above has been concealed

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures.

Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistleblowing helpline: 0808 800 5000

Supply Teachers

In some circumstances, Widden Primary School will have to consider an allegation against an individual not directly employed by the school, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency. Whilst the school is not the employer of supply teachers, we will ensure allegations are dealt with properly in line with our Managing Allegations against Staff Policy. In no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies will be kept fully involved and should co-operate in any enquiries from the LADO, police and/or children's services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing board when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for

support. The allegations management meeting which is often arranged by the LADO will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, the school will inform the agency of its process for managing allegations.

Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint. The school's complaints procedures are readily available.

Referral to Disclosure and Barring Services (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education (2021). Further advice can be sought from school's HR.

Information Sharing, Confidentiality and Record Keeping

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. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Advice should be sought from Social Care/ Children and Families Team, as to who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records. The governing board will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing

practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

- not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, the school must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt the school will seek independent legal advice.

****The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children****

Involving Parents/Carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Child Protection Policy through the website.

Early Help

If staff have any concerns about a child's welfare they should act on them immediately and speak to the DSL. The DSL will take the lead role when early help is appropriate. The LA should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer/school know the outcome. Signs that early help may be required include:

- The child showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- The child is at risk of modern slavery, trafficking or exploitation
- The child is showing early signs of abuse and/or neglect
- The child is at risk of being radicalised or exploited
- The child is a privately fostered child

Information on the Local Authority guidance and thresholds can be found at:

[Multi-Agency Safeguarding Hub \(MASH\) & Community Social Work Team - Gloucestershire Safeguarding Children Partnership](#)

The Curriculum

Relationships education, relationships and sex education (RSE) and health education (DfE, 2019)

The new curriculum has been mandatory since September 2021.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Child Protection and wider child safety issues will be addressed as part of a broad and balanced curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), RSE, Information and Communication Technology (ICT), Citizenship, Sex and Relationships Education and Online Safety.

At Widden Primary School, pupils are taught about safeguarding, including online, through various teaching and learning opportunities. Children are taught to recognise when they are at risk and how to get help when they need it.

Looked After Children

The designated teacher for looked after children at Widden Primary School is: Heather Jones. He is responsible for promoting the educational achievement of children who are looked after and/or who have left care through adoption, special guardianship, child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the skills, knowledge and understanding to keep previously looked after children safe. The designated teacher will work closely with the Virtual School Head (Jane Featherstone) and all other agencies, to ensure that prompt action is taken in respect of any concerns and that pupil premium funding is best used to support the progress of the looked after child. In the case of care leavers, the LA retains an ongoing responsibility which includes keeping in touch with them, preparing assessments of their needs and appointing a personal advisor to develop a pathway plan. Where applicable, the DSL will liaise with their LA personal advisor as necessary.

Other areas of our work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, physical handling, positive behaviour, will be linked to ensure a whole school approach.

At Widden Primary School, we support staff in the use of appropriate physical contact in order to keep pupils safe using reasonable force. The use of reasonable force means using no more force than is needed and that the use of force may involve passive physical contact or active physical contact.

The Government has published guidance on reducing the need for restraint and restrictive intervention. The guidance aims to help settings adopt a preventative approach to supporting children and young people whose behaviour challenges as a result of learning disabilities, autistic spectrum conditions or mental health difficulties. Reducing the need for restraint and restrictive intervention (HM Govt June 2019)

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Training and Development

When staff join our school they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy plus a copy of Keeping Children Safe in Education, Working Together to Safeguard Children and Safer Working Practice for Staff in Education Settings and will be told who the DSL is and who acts in their absence.

All staff will receive induction in safeguarding children. Our staff induction programme is mandatory and includes;

- the child protection policy
- the behaviour policy
- the staff code of conduct
- the safeguarding response to children who go missing from education
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- basic child protection information relating to signs and symptoms of abuse
- how to manage a disclosure from a child
- when and how to record a concern about the welfare of a child and advice on safe working practice

All volunteers, supply staff and regular visitors to our school will be told where our policy is kept, given the name of the DSL and informed of the school's procedures in reporting concerns.

DSLs will attend training every two years, and in addition to formal training, their knowledge and skills will be refreshed at regular intervals, at least annually.

All other staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Staff with leadership responsibilities will undertake further relevant training in safeguarding related issues such as CSE, CCE, County Lines, Radicalisation (WRAP training), Management of Allegations of Abuse, FGM and cascade the learning from this training to the rest of the staff.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Widden Primary School will also ensure that:

- clear reminders of all procedures will be given out to all staff in the Inset session at the start of every academic year, with frequent reminders at appropriate meetings/training events;
- all policies and procedures will follow DFE guidance on Child Protection issues;
- governors will be kept informed about procedures through the Safeguarding Governor;
- good monitoring takes place of pupils identified as at risk;
- staff work closely with outside agencies to share information and co-ordinate support for the pupil.

In line with 'Keeping Children Safe in Education' (2021), the Head Teacher and all other staff, governors and volunteers who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals. An electronic Training Record is kept for all adults working in contact with children.

Definitions and Indicators of Abuse

There are four types of child abuse. They are defined in Part 1 of the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2021 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Sexual Abuse

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

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care of treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Significant Harm

"Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development."

Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises - in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- running away from home.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour.

Domestic Abuse

The definition of Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

At Widden Primary School, we work with other key partners and 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. This can encompass, but is not limited to, the types of abuse within the following guidance:

- NSPCC:UK Domestic abuse signs, symptoms, effects
- Refuge: What is domestic violence/effects of domestic violence on children
- SafeLives: Young people and domestic abuse

Encompass

As part of our commitment to keeping children safe we are signed up to implement the principles and aims of the Gloucestershire Encompass Model.

We implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes. We recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

Psychological, Physical, Sexual, Financial and Emotional

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Positive Mental Health, Well-being & Resilience

Positive mental health is the concern of the whole community and recognise that schools play a key part in this. Our school wants to develop the emotional well-being 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.

All staff should also be 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. Only

appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Widden Primary School staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the Designated Safeguarding Lead or a deputy.
(See school Social, Emotional and Mental Health (SEMH) Policy)

Children requiring mental health support

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. The governing board will ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. All staff at Widden Primary School 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. Staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy. In addition, school has access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies and using the mental health and behaviour in schools guidance.

Online Safety

The government has published a guidance document 'Teaching online safety in school (DfE, June 2019). It outlines to schools the importance of helping children and young people not only to use the internet safely, but also to give them opportunities to learn how to behave online. At Widden Primary School, our staff are made aware of the importance of teaching that is always age and developmentally appropriate. Teaching online safety in school says that there are many areas in the curriculum where the topics could be taught, not least in the new compulsory Relationships (Sex Education) and Health Education in place from September 2020. In these curriculum areas, pupils will be taught what positive, healthy and respectful online relationships look like. The guidance includes the following underpinning knowledge and behaviours:

- How to evaluate what pupils see online
- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support

Although the nature of online harms is discussed within the curriculum, it is not until we look through the comprehensive risk in this document that together they reflect how harmful the internet might be. It is easy to see the potential harms, but it is important that we communicate

them in a safe and beneficial way, so that pupils remain respectfully cautious and not fearful. Potential harms covered in the guidance include:

- Age restrictions
- Content: How it can be used and shared
- Disinformation, misinformation and hoaxes
- Fake websites and scam emails
- Fraud (online)
- Password phishing
- Personal data
- Persuasive design which keeps 'users online for longer than they might have planned or desired'
- Privacy settings
- Targeting of online content
- Abuse (online)
- Challenges [to do something and post about it]
- Content which incites...hate, violence
- Fake profiles
- Grooming
- Live streaming
- Pornography
- Unsafe communication
- Impact on confidence (including body confidence)
- Impact on quality of life, physical and mental health and relationships
- Online vs. offline behaviours
- Reputational damage
- Suicide, self-harm and eating disorders

The Teaching online safety in school guidance, reminds us that when teaching about these safeguarding topics (and others), staff should be mindful that there may be a child or young person in the lesson who is or has been affected by these harms. During or after a lesson, a pupil may be prompted to disclose about something that may have happened online. The guidance says that it is good practice to consult the Designated Safeguarding Lead 'when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson'.

Teaching online safety in school should be read in conjunction with Education for a Connected World Framework (UKCIS, 2020) which offers 'age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.'

The Teaching online safety in school guidance emphasises the need for a whole school approach so that it is embedded in everything the school does including:

- Creating a culture that incorporates the principles of online safety across all elements of school life
- Proactively engaging staff, pupils and parents/carers
- Reviewing and maintaining the online safety principles
- Embedding the online safety principles
- Modelling the online safety principles consistently

The guidance 'Teaching online safety in school' can be downloaded here:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Education for a Connected World (UKCIS, 2020) can be downloaded here:
<https://www.gov.uk/government/publications/education-for-a-connected-world>

The school ensures that pupils are taught to stay safe online as part of our broad and balanced curriculum. The school makes use of a number of additional resources and tools to support online safety such as:

- Guidance from PSHE Association
- Be Internet Legends by Parent Zone and Google
- Half-termly lessons devoted to safety when online.
- Parental workshops to teach safe practices in the home.
- Guidance for Safer Working Practices – April 2020 Addendum

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. The school provides parent E-Safety workshops and additional information to support parents in keeping children safe when they are accessing 'online learning' whilst out-of-school. Pupils are not allowed to have access to their own electronic devices during the school day. If a child needs a mobile phone to arrange transportation when leaving school, they can bring their mobile phone to school and hand it in for safe keeping in the school office.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues.

For example, NSPCC offers information for schools and colleges on its own website www.nspcc.org.uk.

Schools can also access GSCP guidance on the issues listed below via the website

<https://www.gloucestershire.gov.uk/gscp/>

Safeguarding in Education - Gloucestershire

Early Help Strategy – Gloucestershire

How to make referrals

Local Guidance

- ☐ ['Right Time Right Service' – poster](#)
- ☐ [Guidance for Safer Working Practice for those working with children and young people In Education Settings \(May 2019 and April 2020 Addendum\)](#)
- ☐ [E-Safety and the use of images](#)

- [Guidance in respect of a serious or critical safeguarding incident affecting a school incident](#)
- [A practical guide for schools when dealing with a death \(student or adult\)](#)

National Guidance

- [Ofsted – Inspecting safeguarding in early years , education and skills settings](#)
- [Working Together to Safeguard Children 2018](#)
- [Keeping Children Safe in Education \(Statutory Guidance for Schools and Colleges\) September 2021 - This guidance replaces Keeping Children Safe in Education September 2019](#)
- [Information Sharing Protocol](#)
- [What to do if you are worried about a child](#)
- [The Prevent Duty 2015](#)
- [Home Office Guidance on Mandatory Reporting of FGM – Procedural Information](#)

Allegations against adults/staff

[Allegations Management Referral Form \(DOCX, 46.8 KB\)](#)

The GSCP Multi Agency Referral Form is available via the online portal

<https://www.gloucestershire.gov.uk/gscp/>

Role of the LADO

- [The Role of the LADO & The Allegations Management process - Gloucestershire Safeguarding Children Partnership](#)
- [Allegations Management Process Flowchart \(PDF, 207.4 KB\)](#)
- [What to do if you have an allegation of abuse made against you \(PDF, 226.4 KB\)](#)

Anti-Bullying

www.bullying.co.uk
www.samaritans.org.uk www.anti-bullyingalliance.org
www.gethelpwithbullying.org.uk
www.parentlineplus.org.uk
www.parentscentre.gov.uk

Child Sexual Exploitation

<https://www.gloucestershire.gov.uk/gscp/>

<http://www.seeme-hearme.org.uk/>

[Child Exploitation and Online Protection Centre](#)

Female Genital Mutilation (FGM)

www.afruca.org

www.fgm.org.uk

www.feminist.org

www.youngminds.org.uk

Forced Marriage

www.fco.gov.uk/forcedmarriage

Legislation

www.dfes.gov.uk or

www.everychildmatters.gov.uk

[k](#)

www.safeguardingchildren.org.uk

[g.uk](#)

Mental Health

www.youngminds.org.uk

[uk](#)

www.parentlineplus.org.uk

[g.uk](#)

www.nhsdirect.nhs.uk

Neglect Strategy

[Multi-Agency Child Neglect Strategy for Gloucestershire \(PDF, 691.5 KB\) \(PDF, 691.5 KB\)](#)

Stay Safe

www.staysafe.org

[http://www.saysaygirls.com/saf](http://www.saysaygirls.com/safety)

[ety](#)

Study and Prevention of Child Abuse and Neglect

www.baspcan.org.uk

Teenage Pregnancy

www.teenagepregnancy.org

Honour Based Abuse (HBA)

So called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the Designated Safeguarding Lead.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a women
- FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a women, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays)

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local

protocols for multi-agency liaison with police and children's social care. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers and members of staff with teaching responsibilities have a specific legal duty to act with regards to concerns about female genital mutilation and must personally report to the police a disclosure that FGM has been carried out, in addition to liaising with the DSL/Children's social care. All staff should speak to the DSL where there are concerns of pupils at risk or suspected cases.

Child Sexual Exploitation (CSE)

“Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking”.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups within an increasingly widespread form of harm that is a typical feature of county lines criminal activity. Child criminal exploitation includes drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas, seaside and market towns. The key to identifying potential involvement in county lines is 'missing episodes', where the victim may have been trafficked for the purpose of transporting drugs. In such cases, the school may consider a referral to the National Referral Mechanism. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where 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. **DfE Child sexual exploitation – Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – February 2017**

Child Criminal Exploitation

The definition of Child Criminal Exploitation can be found on KCSIE (2021) page 83. Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. This is described in more detail in KCSIE (2021).

Peer on Peer Abuse, including incidents of Sexting, and Opportunities to teach Safeguarding

(See Part 5 of KCSIE 2021 and the DFE advisory document, Sexual Violence and sexual harassment between children in schools and colleges)

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by mobile phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection. At Widden Primary School, online safety is taught within the curriculum and staff are provided with training around safeguarding issues such as sexual violence and sexual harassment in respect of peer on peer abuse. Staff are also provided with training to address contextual safeguarding. This means assessments of children will consider wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. Wherever a referral is made, the school will provide as much contextual information as possible as part of the referral process.

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Gender-based violence
- Sexting (also known as youth produced sexual imagery)
- Initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/ Senior Leadership Team; Head Teacher and, in extreme cases, the Governing Board. At the Head Teacher’s discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity.

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils’ files. It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, life skills lessons (including PSHE) and other curriculum areas the children are taught tolerance, empathy and understanding. Each class is regularly monitored and the school employs staff that are specifically trained to support both victims and perpetrators. At Widden Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Widden Primary School we will support the victims of peer on peer abuse by providing an adult advocate to discuss concerns with and provide support on a daily basis.

Further information can be found in guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Private Fostering

A private fostering arrangement is one that is made privately (with involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (A close family relative is defined as a grandparent, brother, sister, uncle or aunt and includes half – siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins) Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness and needs to notify the local Children's Care department. Each party involved in a private fostering arrangement has a legal duty to inform the local authority 6 weeks before the arrangement is due to start. Not to do so is a criminal offence. It is important to note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, the school will be clear on who has parental responsibility.

At Widden Primary School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support any pupils who have a social worker.

Upskirting

At Widden Primary School, we have ensured that staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'upskirting'. The Crown Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses

and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.”

Contextual Safeguarding

All staff, but especially the Designated Safeguarding Lead (or deputy) will consider the context within which safeguarding incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Contextual Safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems, beyond focusing on families in recognition that young people are vulnerable to abuse in a range of social contexts. This allows any assessment to consider all of the available evidence and the full context of any abuse.

Children Missing Education (CME)

We recognise that a child going missing from education is a potential indicator of abuse or neglect.

Children missing education are children of compulsory school age who are:

- Not on a school roll.
- Not being educated other than at school.
- Identified as having been out of any educational provision for a substantial period of time (4 weeks).

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system.
- They are removed by their parents.
- Behaviour and/or attendance difficulties.
- They cease to attend, due to exclusion, illness or bullying.
- They fail to find a suitable school place after moving to a new area.
- The family move home regularly.
- Problems at home.

We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to

have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. Leave school to be home educated
 - b. Move away from the school's location
 - c. Remain medically unfit beyond compulsory school age
 - d. Are in custody for four months or more (and will not return to school afterwards); or
 - e. Are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Where children have poor attendance or are regularly missing then the school works in close liaison with the Local Authority CME officer, admissions team and DSPP.

Further information can be found can be found in 'Children missing education: statutory guidance for local authorities – September 2016

Children with Special Educational Needs and Disabilities

Widden Primary School is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwards showing any signs
- Communication barriers and difficulties in overcoming these barriers.

At Widden Primary School, we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Whole school SEND INSET is ongoing for all staff annually and regular reminders throughout the year in terms of monitoring the welfare of such pupils with extra vigilance.
- All staff to have SEND pupils marked upon their teaching lists, for easy reference.
- Regular review meetings between DSL and SENCO, where safeguarding is a standard item on the agenda.
- Head Teachers /SLT members meet with teachers regularly and monitor the behaviour and welfare of all pupils, with an additional emphasis upon SEND.

Prevent Strategy (Radicalisation and Extremism)

Widden Primary School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination.
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for Widden Primary School is Kurt Doyle. The responsibilities of the SPOC are described below.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel** process;
- Attending Channel** meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel** Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

- ** Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents in school and this is recorded on CPOMS.

Anti-Bullying

Our policy on anti-bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All incidences of bullying, including cyber-bullying, racist, homophobic and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We maintain a log of bullying incidents in school and this is recorded on CPOMS.

E-safety

All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, pupils, parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours to enable them to remain both safe and legal when using the internet and related technologies.

We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the school network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

Photography and use of images

The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites.

For this reason consent is always sought when photographing children and additional consideration given to photographing vulnerable children, particularly children who are looked after (CLA) or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Children Looked After).

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, for example when undertaking school trips and visits.

Risk Assessments are undertaken as required and reviewed regularly, in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour, risk to and from children displaying harmful behaviour.

Safe Environment

The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.

The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.

Visitors to the school, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

Challenge and Escalation

We recognise that professional disagreements may arise between agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.

As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

We are aware of the GSCP escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children

Implementation, Review and Monitoring

Our Child Protection policy and procedures will be monitored and evaluated by:

- Completion of the annual safeguarding audit;
- Completion and return to the LA of the annual safeguarding report to the Governing Body;
- Pupil surveys and questionnaires;
- Discussions with children and staff;
- Scrutiny of data and risk assessments;
- Scrutiny of the school's single central record of recruitment checks;
- Scrutiny of Governing Body minutes;
- Monitoring of logs of bullying/racist/behaviour incidents and PPI records;
- Supervision of staff involved in child protection;
- Case file audits undertaken by the DSL.

Implementation will take place by ensuring this policy is discussed at the full governing body meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it.

The cover page of this policy states the dates of review ratification by the Governing Body.

Supporting Documents

Other relevant documentation includes:

- GSCP Safeguarding Children Procedures
<https://www.gloucestershire.gov.uk/gscp/>
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (September 2021)
- Keeping Children Safe in Education Information for all Schools and College Staff (2021)
- Safer Working Practice Guidance (May 2019 and April 2020 Addendum)
- Information Sharing Protocol (July 2018)
- The Prevent duty (June 2015)
- Mandatory Reporting of Female Genital Mutilation – procedural information (effective from 31st October 2015)
- Sexual Violence and sexual harassment between children in schools and colleges
[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges.pdf)
- NSPCC Use of images guidance for children, young people
<https://learning.nspcc.org.uk/research-resources/briefings/photography-sharing-images-guidance>

Useful Numbers

Multi Agency Safeguarding Hub (MASH): 01452 426565
LADO and Allegations management: 01452 426994
Emergency Duty Team 01452 614194
ChildLine **0800 1111**
Email www.childline.org.uk
[Local Authority Prevent officer](#) [01452 88766](tel:0145288766) or 020 7340 7264

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed. T
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know. A
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. *(See Appendix 3 Reporting form – printed on yellow for a general concern, red for urgent /serious concern)* A

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead or the Head Teacher.

Complete the reporting form (*Appendix 3*) available on the safeguarding noticeboard in the staff room and hand it directly to the appropriate person. **Do not** leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

APPENDIX 2

What to do if you are concerned:

(Concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns to the, Designated Safeguarding Lead who should contact Social Care Team or the Police as soon as possible.
- If the Designated Safeguarding Lead is not available, then the Head Teacher or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the Designated Safeguarding Lead will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on a MARF via the online portal, by the Designated Safeguarding Lead, to the MASH Team at

<https://children.gloucestershire.gov.uk/web/portal/pages/home>

Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within Widden Primary School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Widden Primary School will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against, or related to a child;
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socializing etc);
- Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It includes everyone who works at Widden Primary School including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Head Teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Head Teacher/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Designated Safeguarding Lead/Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Designated Safeguarding Lead/Head Teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the LADO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.

- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern/ allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

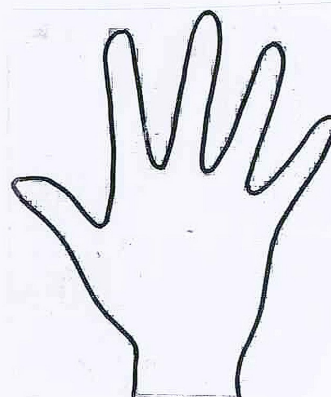
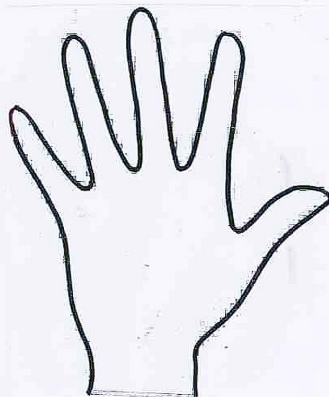
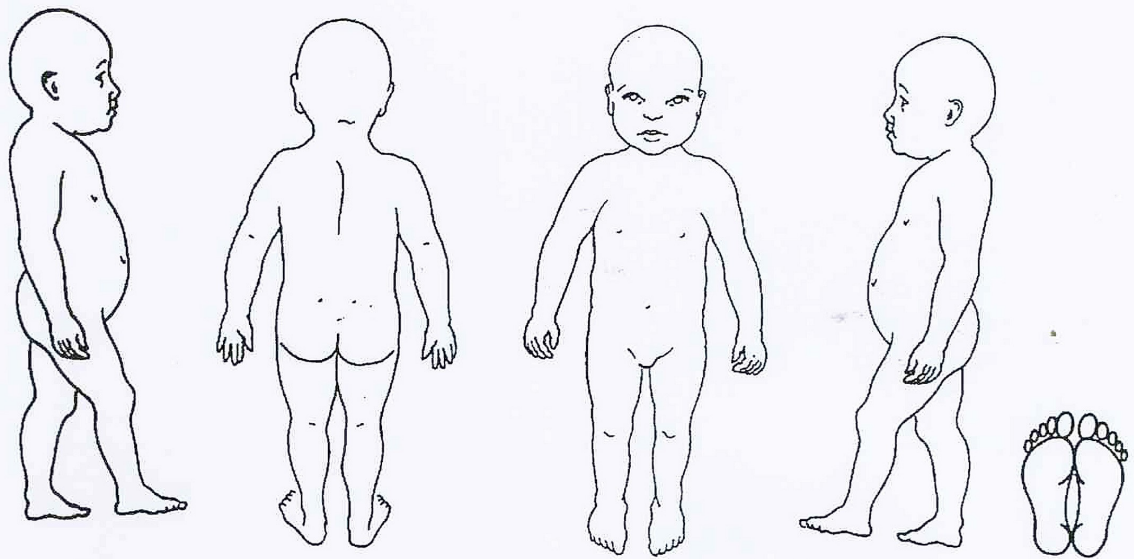
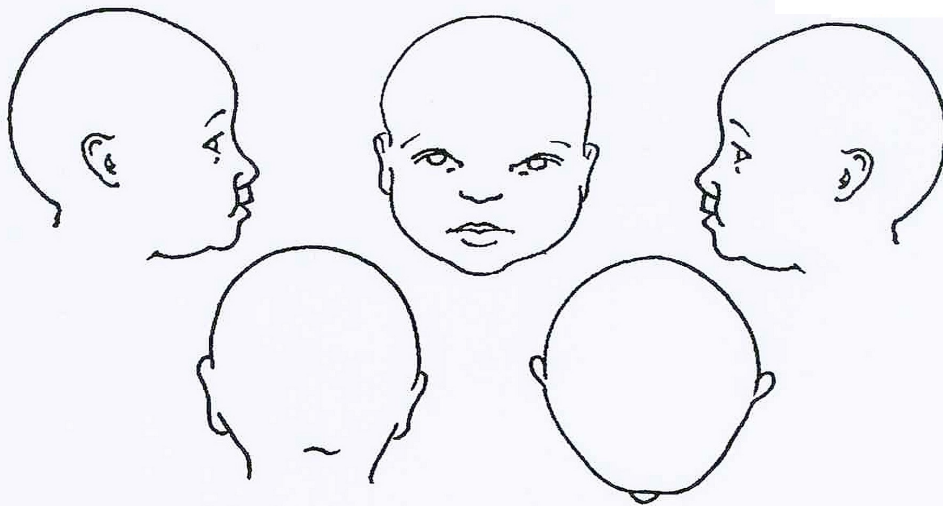
- The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Head Teacher/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Appendix 3 - Form for recording and reporting concerns about a child including body map if CPOMS is unavailable

(double sided with body map)

Form for recording and reporting Safeguarding concerns about a child	
Full name of child:	Class:
Year:	
Date of birth (if known):	
Your name:	Position:
Date and time of incident/disclosure/concern:	
Please provide details of the incident/disclosure/concern, including times, dates, description of injuries and, if applicable, exact words spoken by the child (please continue on the other side if needed):	
Signed:	
Time and date of reporting:	
Name of staff member reported to:	Further action taken by staff member:
Signed:	Date:
Any other information helpful for referral	
Ensure you have verbally informed the Designated Safeguarding Lead (Kurt Doyle)	

Body Map



PROCESS FOR RECORDING AND REPORTING A CONCERN ABOUT A CHILD

Name Of DSLs And Deputy
DSLs: Kurt Doyle, Kirstin
Hines, Penny Marshall

Safeguarding Governor:
Fiona Womersley

Complete a school
concern form or record
concern on CPOMS. If a
child is injured or
discloses abuse the DSL
must be informed
immediately.
*(DSL MUST receive a
concern in writing)*

Deliver/Report all
concerns to: DSL

Local Authority LADO/Risk:
(For concerns about an
Adult/Person in Position of
Trust)

Contact Details: Nigel Hatton
Tel: 01452 426994

DSL reviews concern,
identifies level of need
and makes a decision
about the Next Steps

Decision To MONITOR The
Concern

Decision To DISCUSS
The Concern With
Parent/S Carer

Decision to REFER the
concern to Early Help/
complete MARF

MONITOR

DISCUSS

REFER



School worker
asked to
monitor pupil
and feedback to
the DSL within
an agreed
timescale

MONITOR



After discussion DSL
decides to either,
discuss further with
parent/carers, monitor via
school worker, make an
Early Help Referral (with
parental consent)

REFER



DSL speaks with
Head/Governor and
agrees to refer into
the MASH Team.



**AT ALL TIMES
RECORD**

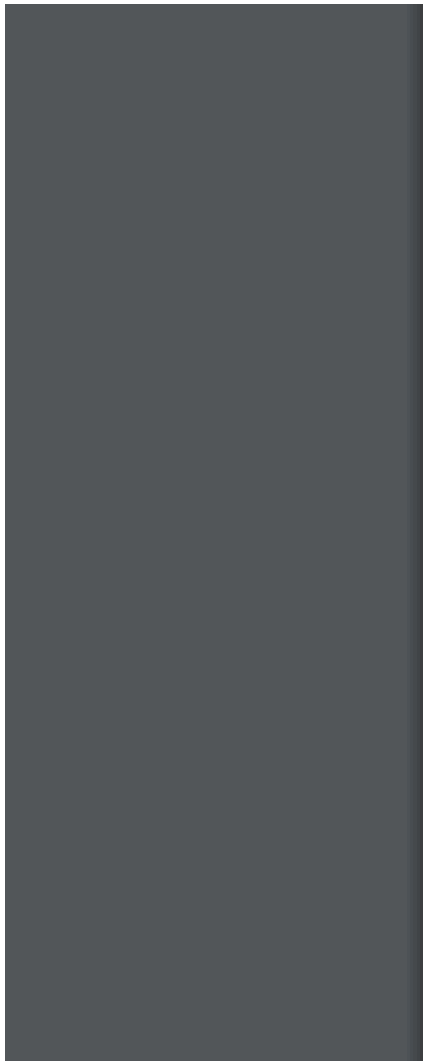


Remember:
ANYONE CAN MAKE A
REFERRAL
IN ADDITION, REPORT
DIRECTLY INTO EARLY HELP
or the MASH Team.

DSL retains Concern
Form/incident details in
secure, confidential
Safeguarding File and
uploads to CPOMS.

Contact details for:
Children's Social Care
referrals:
MASH: 01452 526565
Out of Hours Duty Team:
01452 614194
PREVENT/Channel
referrals:
Tel [01452 88766](tel:0145288766) or 020 7340
7264

Actions where there are concerns about a child



SCHOOLS AND COLLEGE

Actions whe

Referral not required, school/college takes relevant action, possibly including early help (2) and monitors local

Within 1 working day, soci