

GILLINGSTOOL PRIMARY SCHOOL



SAFEGUARDING POLICY

Signed *Catherine Davies*

Name: Catherine Davies

Chair of Governors

Date: 12.01.18

Signed *Tom Mullins*

Name: Tom Mullins

Acting Headteacher

Date: 12.01.18

Policy Review date : Autumn 2019



GILLINGSTOOL PRIMARY SCHOOL

Striving for excellence

School Safeguarding Policy Statement

PROTECTION OR SAFEGUARDING OF CHILDREN IN GILLINGSTOOL PRIMARY SCHOOL

Designated people for the protection of children.

(These names and numbers may be updated as necessary without a complete policy review)

Designated Safeguarding Lead (DSL)	Clive Riches (Head Teacher)
Designated Safeguarding Lead Deputies	Tom Mullins & Fi Riches
Chair of Governors	Catherine Davis (Contactable through the school office)
Nominated Safeguarding Governor	Graham Corpe (Contactable through the school office)
Local Authority Designated Officer (LADO)	Tina Wilson 01454 865954
Access & Response Team (ART)	01454 866000 (or out of hours 01454 615165)
Police	999 (Where help is urgently needed and is not available from the above channels)

Guidelines for managing concerns over the protection of children

If you have any concerns about abuse¹ contact the DSL (Head Teacher)
If the concern is against the Head Teacher contact the Chair of Governors through the school office.
Staff with suspicion about a colleague should contact the Local Authority Designated Officer (LADO)
If you identify behaviour or comments that may indicate a risk of radicalisation or extremism or if you identify signs of self-harm, child sexual exploitation, bullying or female genital mutilation or the risk of these, report this to the Designated Safeguarding Lead (DSL) as soon as practicable.

All the above should be recorded with the records being held in the school administration system
The DSL or a deputy shall be on site at all times in opening hours.

¹The term "Abuse" covers maltreatment by neglect, causing harm or failing to prevent harm. It may be physical, sexual or emotional or the persistent failure to meet a child's basic physical and/or psychological needs.

Safeguarding in school comprises many different elements and policies. Each plays an important part in keeping our pupils safe and implementing these policies is the responsibility of every member of staff.

The health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. The school has to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place:

The Health and Safety Policy

The school has a health and safety policy, which is monitored yearly by the relevant committee of the school governors. This policy is supported by South Glos Council's detailed Health & Safety Manual which is also updated on an annual basis.

The Headteacher has responsibility for Health and Safety along with the Caretaker and the H&S Governor. Any concerns from staff are reported to any of the above and the Head or Caretaker will carry out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.

In addition to the Health and Safety Policy there are policies regarding Food and Drink and Food and Hygiene. These are overseen by South Glos Traded Services who run the school catering service.

E-Safety

The school has a separate policy for E-safety and a copy of this policy can be found in/on Headteacher's Office, Staff 'J' drive, School Learning Platform. The policy indicates there is a whole school approach to E-safety and details the ways ICT facilities can and cannot be used by the networks users.

Internet Safety

Children should be encouraged to use the internet as much as is possible, but in a safe way at all times. This will be addressed via the curriculum. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay.

Access to the internet via school is fully filtered by South West Grid for Learning.

An annual E-Safety week is held for pupils and parents during the Spring Term.

First Aid

In school, all members of staff are trained to provide first aid. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- For head injuries a Head Note is issued (and sticker for Early Years)
- If there is any doubt at all a parent is contacted.

It is school policy that members of staff will give medicines, providing the appropriate permission form is completed by the parent.

Parents are welcome to come into school to administer medicines if they wish.

For the majority of medicines a dose before and after school is perfectly adequate. Naturally the parents should consult doctors before giving any form of medication.

For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Deputy. If possible, two members of staff will be present however, there will be times when this is not possible. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. In rare circumstances the school nurse (medical centre) will be contacted as a matter of utmost urgency before the parent.

Site Security

The school has an extremely secure 2.4m fence surrounding the entire site and access is restricted to the general public by video/audio intercom entrances to external gates and main doors.

The main vehicle gates will only be left open between 7.30 - 9.15am and 3.15 – 4.00pm. Outside these times, the gates will be closed and access only by security card or by intercom. The adjacent pedestrian gate will operate similarly to the vehicle gate.

The pedestrian gate near to the plant room/swimming pool will be open between 8.45 - 9.05am and 3.10 - 3.45pm. Outside these times, the gate will be closed and access only by security card or by intercom.

The Bath Road gate will only be open at the start and end of day – it will not be open for the finish of after school clubs unless a teacher oversees its opening and closing. It will be locked and unlocked manually. It will be open between 8.45 – 9.05 and 3.10 – 3.45.

Doors should be closed to prevent intrusion and will operate by card outside programmed start and end of day and playtimes.

Visitors, volunteers and students must only enter through the main entrance. After signing in at the office, they will be issued with an appropriate visitor's badge. New, unknown visitors will be subject to relevant ID checks.

Children will only be allowed home with adults with parental responsibility or confirmed permission. Children will not be allowed to leave school alone during school hours unless collected by an appropriate, identified adult,

Access out of school hours will require locking/unlocking by a master key holder. The school is designed for community use with access only being given to entrance foyers, halls and toilets while the rest of the building remains alarmed.

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification the school has a policy of phoning home to ascertain each child's whereabouts.

The school conducts regular analysis of attendance data and if appropriate, parents are informed of poor attendance by letter – this may be from a simple percentage or from the number of 'broken weeks'

The school works closely with the Local Authority's Education Welfare officer whenever a child's attendance and punctuality causes concern. Attendance rates are collected each term by the LA, and reported annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

Pupils are not removed from the school register until notification that they have been admitted to a new school has been passed on from the receiving school. If no such notification is received the school will contact the LA Educational Welfare Officer to report the child as Missing from Education.

Safe Recruitment (Appointments of staff and induction of newly appointed staff and work placements)

All staff together with Governors and others who work with children in school have a criminal records search called a DBS check. This search highlights people who have a criminal record or if previous allegations have been made against them. If staff are found to have a criminal record the appointment is reconsidered by the Headteacher and the Personnel committee of the Governing Body. The LA is informed directly by the Criminal Records Bureau. All new staff are also required to complete a disqualification by association declaration which is repeated annually. Further checks are required for staff who have spent a significant period of time overseas. Parents and volunteers who do not have DBS clearance must be in the presence of a teacher and under their direction. Records of all checks are maintained in a Single Central Record (SCR) which is maintained by the School Business manager.

The Headteacher sits on all appointment panels where the candidates are external applicants. The Headteacher has successfully undertaken the NCSL training on Safer Recruitment and this is updated on a biannual basis

Newly appointed staff are inducted into safeguarding practices by the Headteacher and their line-manager.

Volunteers & Governors

Volunteers and Governors working in school must also have enhanced Disclosure and Barring Service clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of child and is within the supervision of a Teacher, then this need not apply.

Where children may be left alone with an adult a full enhanced DBS clearance is required. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

Visiting Professionals

Visitors within a professional role i.e. the School Nurse or members of the police already may have relevant clearance but the office will endeavour to check and verify identification of any new or unknown professional. Many agencies will send details of DBS clearance beforehand yet identity will still be checked and recorded in the school office. Agencies where ID only is required includes all South Glos Centrally Employed Staff, Integra Schools Staff and Ofsted Personnel.

Occasional Visitors and Volunteers

An information card is provided advising them what to do if they have any concerns regarding child safety and instructing them to always be in the direct supervision of the teacher when in the presence of children.

Single Central Record

For all the above-mentioned; staff, volunteers, governors and visiting professionals requiring DBS clearance a 'single central record' documents this clearance. This record is to cover current clearances and clearances for those who have since left the school. A copy of this record is to be taken at the end of each school year and archived to form a secure and readily identifiable historic record.

Child Protection Policy

The designated Lead for Child Protection and the designated Governor are named at the start of this document. There is a detailed Child Protection Policy, based upon the 'Keeping Children Safe in Education' document, which is available from the school. . The Headteacher provides annual training for all staff and updates for the Governing body.

Notification of Concerns

Staff and other regular visitors to the school who have been briefed on safeguarding, make a written report of any items they regard as potentially significant regarding pupil safety using a white form for less major issues and a yellow form for more serious issues (See Appendix E). All forms are handed into the office or to a member of the SLT immediately on completion. Any yellow forms are immediately dealt with by the Safeguarding Lead or Deputy. The white forms are placed in the child's file in a locked cabinet in the school office and a note is made on the chronology sheet in the front of the child's file.

Teaching Assistants/and Teachers share any issues identified during the previous week at their weekly TA meetings and staff meetings as appropriate.

Please see APPENDICES A-D for Policy Statements regarding:

- **FGM**
- **RADICALISATION**
- **CHILD SEXUAL EXPLOITATION**
- **SELF HARMING**

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships, Stranger Danger and E-Safety. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taking out of school appropriate and agreed pupil/adult ratios are maintained – in line with the South Glos H&S Policy The lead adult always conducts a full risk assessment before the Headteacher will allow a visit to take place. Visiting speakers or professionals, with correct clearance are always welcome into school so that they can give specialist knowledge to the children.

It is school policy for all upper KS2 pupils to visit Bristol's Lifeskills centre.

Equal Opportunities

The school believes that all pupils should be treated fairly regardless of sex, race, religion or disability. All children are given equal access to the school and its curriculum and all pupils are considered equal in the learning partnership. When children have special needs we make arrangements to inform parents and design specific programmes. Particular care is taken recognising that some pupils' disabilities may make it more difficult to describe any concerns they may have about abuse.

Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. This is reflected in the school's Equal Opportunities Policy.

Behaviour policy

Good behaviour is the expected norm within the school. A Behaviour Policy outlines all school procedures.

The school recognises that many pupils enter school from backgrounds that have little routine and few rules. Accordingly, these pupils may present challenging behaviour which we view as a learning need. The school will endeavour to meet this need as it would meet the needs of a child with conventional learning difficulties.

Staff are discouraged from handling children, but when they deem it is safest to do so guidance has been given on safe methods of restraining a child so that they do not harm either themselves or others.

Anti Bullying Policy

The school's Anti-bullying Policy outlines the seriousness with which we take this matter. No child should be unhappy, worried or fearful at school. They should feel safe, happy and welcome within the daily life of the school. It's applications include homophobic, transphobic, disability and racial abuse.

The Headteacher or staff is always available to speak with concerned parents.

Promoting Racial Equality

The school works hard to promote racial equality and harmony by preventing and challenging racism. It is important to us that we live up to the Ofsted quote (2010), "At Gillingstool, every child really does matter!"

Promoting racial awareness is addressed in both the RE and in the PSHE curriculums. The children take part in discussions designed to raise awareness and address prejudices.

Photographing and videoing

There has been much controversy recently about adults photographing and filming young people. The concerns are genuine, however we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

- Parents consent (or not) to school using photographs by signing a permission slip upon joining the school. The use of photos varies from school website, training purposes and the local press and parents can indicate which they consent/do not consent to. If there is any concern over a specific event then we will contact the parents
- Photos are specifically within the EYFS for recording pupil progress and permission for this is not sought as the journal will eventually be given to parents.
- Parents are allowed to photo or video events provided nobody raises objections prior to the event.

Whistle-blowing

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but

staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school follows the Local Education Authority's policy on Whistle-blowing procedures.

Staff Conduct

All staff are expected to behave in a professional manner as set out the Staff Conduct and Grievance Policy and are also referenced in the Child Protection Policy. Should there be any breaches of this policy, or **allegations** are made against staff then this policy provides guidance for the resolution of such issues.

Guidance on Staff Conduct is given in 'Guidance for Safer Working Practice for those working with children and young people in education settings' October 2015 updated in 2017.

Children's Awareness

Pupils are aware of the risks of abuse and of the support available to them in PHSE lessons and by other means.

APPENDIX A

SCHOOL POLICY STATEMENT

FEMALE GENITAL MUTILATION - FGM

Definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons." (World Health Organisation-1997)

Government View:

The UK Government has written advice and guidance on FGM that states; "FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child." "Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

Procedures:

In order to take proactive action to protect and prevent our girls being forced to undertake FGM, the school undertakes the following actions:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. Regular safeguarding and child protection training for the Headteacher (Named professional for Child Protection) and all other Senior Teachers. Annual updates are provide for all other members of staff.
3. FGM discussions by Child Protection lead with parents of children from practising communities who are at risk.
4. Comprehensive PSHE and Relationship and Sex Education delivered to KS2 children with a discussion about FGM with Year 6 girls as appropriate.

In order to protect our children it is important that key information is known by all of the

school community.

Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Spend long periods of time away from the class during the day.
- A child who has undergone FGM should be seen as a child protection issue.

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

If we have concerns that children in our school community are at risk or victims of Female Genital Mutilation then we may;

Ask:

- Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday ask questions like;
- Who is going on the holiday with the child? · How long they plan to go for and is there a special celebration planned?
- Where are they going? · Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM including Sunna is illegal in the U.K even if performed abroad?

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

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

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently.

Record

All interventions should be accurately recorded.

Refer

If any member of staff has any concern regarding FGM taking place then they have a personal responsibility to contact the Police. The Headteacher must be informed and full records kept.

APPENDIX B

SCHOOL POLICY STATEMENT

ANTI-RADICALISATION

Gillingstool Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

At Gillingstool Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

AIMS AND PRINCIPLES

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. The principle objectives are that:

- All staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

DEFINITIONS AND INDICATORS

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national event
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith
- isolation from peers
- becoming withdrawn in class

- disengagement from work
- aggressive behaviour towards peers
- rebelling against school rules
- attendance – change in pattern

Recognising Extremism Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- on-line searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Also consider families at risk

- Not buying into schools ethos
- Questioning policies
- Keeping apart from other parents

PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at Gillingstool Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation ‘could not happen here’ and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding Co-ordinator). We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise. All members of the Senior Leadership Team (SLT) are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff. The Head Teacher (Named Teacher for Child Protection) will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies such as Social Services and/or the Police is needed.

APPENDIX C

SCHOOL POLICY STATEMENT

CHILD SEXUAL EXPLOITATION

Child sexual exploitation is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in rural as well as urban areas and are not restricted to particular ethnic groups.

It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation may not recognise themselves as such but they should still be regarded as victims.

APPENDIX D
SCHOOL POLICY STATEMENT
SELF HARM

1. Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

2. Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers

3. Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

4. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

5. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from the designated safeguarding lead (DSL) – Mr Clive Riches

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing e.g. becoming a goth

6. Staff Roles in working with students who self-harm

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust. Students need to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept. It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so. Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult the DSL (Mr Clive Riches)

Following the report, the designated teacher will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
- If a student has self-harmed in school a first aider should be called for immediate help

7. Further Considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the student's child protection file. It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action & being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner. The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult the DSL

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

APPENDIX E

Pupil welfare / Child Protection.



Name of child.	DoB	Class
Name of adult reporting / role		Signed Date
Nature of concern / evidence gathered or reported—use reverse if needed (Include Staff Action / SLT Action / Designated CP/Safeguard Lead Action)		
Signed (SLT/DSL or DDSL receiving information)		Date/Time

Pupil welfare / Child Protection. (T.E.D. or CP Meet)



Name of child.	DoB	Class
Name of adult reporting / role		Signed
		Date
<p>Nature of concern / evidence gathered or reported—use reverse if needed (Include Staff Action / SLT Action / Designated CP/Safeguard Lead Action)</p>		
Signed (SLT/DSL or DDSL receiving information)	Date/Time	
.....	