Alderman’s Green Community
Primary School
Safeguarding And Child Protection Policy

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AGCPS – Safeguarding and Child Protection Policy

Alderman’s Green Community Primary School
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Designated Lead Person for Child Protection: Nicola Ward Acting Headteacher

Deputy Designated Lead Person for Child Protection: Michelle Reeve Children and Family Support Manager

Named Governor for Safeguarding & Child Protection: Hayley Shortt Chair of Governors

LAC Designated Person: Nicola Ward Acting Headteacher

E-Safety Lead: Cassie O’Callaghan ICT Co-Ordinator & Nicola Ward Acting Headteacher

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Angie Bishop at LADO@coventry.gcsx.gov.uk
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Chair of Governors: Hayley Shortt COG@aldermansgren.coventry.sch.uk

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1. **Rationale**
Here at Alderman's Green Community Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of “it could happen here” where safeguarding is concerned. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care. We include opportunities in the PHSE curriculum, through Protective Behaviours, for children to develop the skills they need to ensure they feel safe and secure.

The Department for Education defines Safeguarding and child protection as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstance consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcome

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

All children have the right to be safeguarded from harm, exploitation whatever their:

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

2. **Purpose and Aims**
Alderman's Green Community primary School fully recognises its responsibilities for safeguarding children (child protection).

- It is the Headteachers responsibility to ensure that all relevant staff are aware of this policy, to ensure relevant staff are aware of their responsibilities, what is
expected and the procedures to follow and to ensure that the policy is reviewed on a timely basis.

- It is the responsibility of all staff to read the policy and act at all times according to its guidance
- It is the responsibility of parents to ensure they provide correct and updated contact information on a timely basis and know the procedures for handover of the child at the beginning and end of school sessions.
- It is the responsibility of governors to ensure they are aware of the school's procedures and to challenge and support the school in its review of this policy.

Our policy applies to all staff, volunteers, governors and visitors in the school. There are five main elements to our policy:

- Ensuring we practice safer recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop.

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

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

3. Statutory Framework
In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance:

• The Children Act 1989 & 2004

• The Education Act 2002 (Section 175 for Maintained Schools, Section 157 for Independent Schools, Academies and Free Schools.)

• The Education (Pupil Information) (England) Regulations 2005

• Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011)

• Working Together to Safeguard Children (DfE 2015)

• Keeping Children Safe in Education (DfE 2016), which is available at:


• Procedures set out by the Coventry Safeguarding Children Board.

4. The Role of the Governing Body
Alderman's Green Community Primary School will follow the procedures set out by the Coventry Safeguarding Children Board.

Part 2 of Keeping Children Safe in Education (DfE, 2016) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will:

• Through the Headteacher, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management or Governing Body

• Ensure that a senior member of staff of the school's leadership team is identified to take the role of Designated Safeguarding Lead as defined in Keeping Children
Safe in Education, and given in (Appendix 1) who has received appropriate training and support for this role.

- The Designated Safeguarding Lead (DSL) responsible for Child Protection is Mrs Nicola Ward (Acting Headteacher)

The Deputy Designated Safeguarding Lead responsible for Child Protection is Mrs Michelle Reeve (Children and Family Support Manager)

The nominated Governor responsible for Child Protection is Mrs Hayley Shortt (Chair of Governors)

- Ensure every member of staff (including temporary, supply staff and volunteers) and governing body knows the members of staff responsible for child protection and their role.

- Ensure all staff and volunteers understand their own responsibilities in being aware of the types of abuse (Appendix 2) be able to recognise this abuse (Appendix 3) and their responsibility for referring any concerns to the designated member of staff (Appendix 6)

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website

- Ensure that any member of staff found not to be suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a sustained allegation, in the case of a volunteer.

- Ensure that children and young people are taught about keeping themselves safe in a way that is appropriate to their age. This will include raising their awareness of the types of abuse and neglect and specific safeguarding issues (eg Child Sexual Exploitation)

- Ensure that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (DfE 2015). This includes
providing a co-ordinated offer of early help\(^1\) when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

- This covers a range of work such as:
  
  - Working with the named CAF Co-ordinator in Children & Family First regarding resistant families
  - Working to help identify children and young people who are privately fostered
  - Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:
  
  - Attendance at case conference
  - Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan
  - Contacting the child’s social worker directly if there is an unexplained absence of a child who is Looked After. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.

- Ensure that the school’s Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Coventry Safeguarding Children Board.
• Ensure there is a staff behaviour (Code of Conduct) policy, which links to this Safeguarding and Child Protection Policy, and which is shared with all current staff and forms part of the induction training for new staff.

• Review this Safeguarding and Child Protection Policy, and its effectiveness, annually

5. The Headteacher's Roles and Responsibilities for Safeguarding
In line with the statutory guidance (DFES 2006), the Head Teacher will ensure that:

• The policies and procedures adapted by the governing body or proprietor are fully implemented and followed by all staff;

• Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children; and

• All staff and volunteers feel able to raise concerns about poor or unsafe practise with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies where appropriate.

• Ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are the parent, other relative (to be specified)

6. The Designated Safeguarding Lead (DSL) for Child Protection's Roles and Responsibilities (Appendix 5)
The DSL Child Protection will co-ordinate action on safeguarding and Child Protection within the school. They will ensure that all staff, volunteers and visitors to the school know who the DSL and Deputy DSL are and who acts in their absence, and that they are aware of their responsibilities having being alerted to the signs of abuse and their responsibilities to report and record any concerns.

The broad areas of responsibility of the DSL involve managing referrals/cases and raising awareness of safeguarding and child protection amongst staff. Appendix 2 of this
document, drawn from *Keeping Children Safe in Education*, provides more detailed information on these areas of responsibility.

The DSL will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

In making decisions on whether to refer child protection concerns/disclosures to Children’s Social Care the Designated Safeguarding Lead must use Coventry’s Children’s Social Care Thresholds and Practice Standards, available at:

http://coventryscb.proceduresonline.com/

The DSL will consult with the Referral and Assessment Service if still unsure on whether to refer.

The Designated Safeguarding Lead:
- Ensure that each member of staff/volunteer has access to and understands the school’s Child Protection policy (including all new or part time staff who may work in other schools)
- Ensure that all new staff/volunteers have induction training covering Child Protection and are able to recognise and report any concerns immediately.
- Will be available for staff/volunteers that have a concern about a child.
- Will keep detailed, accurate, secure records of all information concerning Safeguarding and Child Protection issues and concerns, and to keep this information separate from regular pupil records.
- Will represent the school at any Child Protection Conferences or arrange for a representative from the school to attend in their absence.
- Will ensure that any recommendations made by the conference which involved school staff are carried out as agreed at the conference.

7. The Role & Responsibilities of all Staff within School
All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* (Appendix 1) ensuring that they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures. This means staff must:
- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be
through suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.

- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break time or during before/after school club sessions. It is therefore important that all the staff are aware of the signs and behaviour which may indicate abuse (Appendix 4)

If any member of staff has a concern about a particular child in their care, they must report their concerns to, and seek advice from the DSL or in their absence; the Deputy DSL must provide the designated person for safeguarding with a signed and dated record of their concerns.

If concerns or allegations regarding a member of staff or the Headteacher then the process outlined in section 15 of this document must be followed.

8. Safeguarding Training
The Head Teacher will undertake training on child protection at least once every three years (statutory requirement),
The Designated Safeguarding Lead and Deputy DSL will attend the LSCB's Level 2 'Working Together to Safeguard Children' training, and then undertake DSL refresher safeguarding training at level 2 annually (this should be provided by Education) or LSCB Level 3 at least every two years (statutory requirement).

Any newly appointed DSL will attend the LSCB's Level 2 'Working Together to Safeguard Children' training before taking lead responsibility for safeguarding. The Deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training.

All members of staff will receive safeguarding and child protection training at Level 1 at least once every three years (statutory requirement) The school recognises that staff training at two yearly intervals is recognised as good practice and will endeavour to meet this standard.

All new members of staff will receive training on child protection training as part of their induction programme.
Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.

9. Promoting Children and Young People’s Well-being
The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (DfE 2015). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Common Assessment Framework (CAF).

Child Protection procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm.

10. Dealing with concerns or disclosures regarding a child or young person
All staff and volunteers must be aware that the main categories of abuse are:
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

These categories are described in more detail in (Appendix 3) and signs indicating the possibility of abuse are described in (Appendix 4.) The abuse may be instigated by one or more adults, and/or other children and young people.

If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the DSL immediately so that the MASH Service can be informed and the necessary protective measures implemented.
A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that all the staff is aware of the signs and behaviour which may indicate abuse. Staff at Alderman’s Green Community Primary School may find themselves in a position where a child makes a disclosure of harm or abuse, if this happens it is important that staff act appropriately. Staff are expected to adhere to the following procedures if a child discloses that he or she has been abused in some way.

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.

- Listen to what is being said without displaying shock or disbelief.

- Do not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child’s age/stage in development that you cannot promise complete confidentiality - instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.

- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.

- Not criticise the alleged perpetrator.

- Reassure the child that what has happened is not his or her fault.

- Stress that it was the right thing to tell someone.

- Explain what has to be done next and who has to be told.

- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children’s evidence can all too easily be compromised by leading questions or repeated recital.
o Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school’s responsibility to 'check out' what any child tells nor should any abuser be questioned.

o Sign and date the record of the disclosure.

o If the concern is about the general welfare of a pupil or family or if a pupil or parent has made a disclosure then the member of staff must immediately inform the DSL or Deputy DSL. Then a (cause for concern form) which is Green and located in the Red Safeguarding/Pastoral folder in all classrooms. Green forms are also located in school office, safeguarding offices and on the DRA notice board. These forms need to be filled out fully with as much information as possible including body language, direct quotes etc. The member of staff reporting the concern should sign and date the form and then this must be given to the DSL or Deputy DSL as soon as possible. (Appendix 7)

o If the concern is an injury that has taken place outside of school, staff must inform the DSL or Deputy DSL or the next most senior member of staff. A Cause for concern form needs filling out fully and a body map completed of injury/injuries and then passed to DSL or Deputy DSL as soon as possible.

The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

The Designated Safeguarding Lead must place the concern on the school’s safeguarding file for the child (creating one if necessary).

When the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, has been informed, he/she shall make the decision whether or not to refer the concern to Social Care. The Referral and Assessment service will be consulted when there is uncertainty about whether to refer. On the question of how to decide whether to refer to Social Care, the Coventry Safeguarding Children Board’s document ‘Children’s Social Care Thresholds and Practice Standards’ states:

"Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

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- Has suffered significant harm; or
- Is likely to suffer significant harm.

All referrals to Children’s Social Care must be made in writing using the Multi-Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised.

The full Children’s Social Care Thresholds and Practice document is available at: http://coventryscb.proceduresonline.com/
The Referral and Assessment Service will be consulted when there is uncertainty about whether to refer.

Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time. Referrals to Children’s Social Care must be made to the citywide Referral and Assessment Service at

Referral and Assessment Service
3 Upper Precinct
Coventry,
CV1 1FS

Telephone: 024 7678 8555
Send online referrals to: mash@coventry.gcsx.gov.uk

11. Confidentiality
Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in school. All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.

If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff/volunteer tells the child in a manner appropriate to the child’s age/stage of development that they cannot promise complete confidentiality–instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.

Staff and Volunteers who receive information about children and their families in the course of their work should share that information only within appropriate contexts.
12. Communication with Parents / Carers
Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

13. Recording Keeping
The completed forms/records will be kept for the duration of the child’s school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead/link teacher at the receiving school. The school will retain a receipt for the records signed by the receiving school.

The information contained will be regarded as confidential. Any request for access to the information by non-Coventry Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Senior Person who is advised to seek legal advice before acting.

14. Safer Recruitment
The School will comply with the guidance set out in Part 3 of Keeping Children Safe in Education.

Although not a statutory requirement, at least one member of every appointments panel will have gained accreditation through Safer Recruitment training.

15. Dealing with concerns regarding school staff or volunteers
(See Appendix 7 for Professional Abuse Flow Chart)

As staff have regular contact with children in a variety of situations, including the wider caring role, teachers are vulnerable to accusations of abuse. Their relationships with pupils may lead to allegations against them being made by pupils or parents. Those allegations may be false, malicious or misplaced and may be either deliberate or innocent of such intent but such a complaint must always be taken seriously. All adults within the building should be aware of this potential and should not place themselves, as far as possible, in situations where they risk such allegations. To reduce the risk of allegations, all staff and volunteers should be aware of safer working practice and should be familiar
with the Government document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings’.

Staff should be aware that their personal and pastoral intervention in support of the children is an essential part of school life. There is a delicate balance to be drawn between support and care of children and being placed in a vulnerable position.

An allegation is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff behaviour (code of conduct) policy, or may have:

- 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 would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

Where allegations are made against a member of staff or adult working in the building it is essential that these accusations are investigated fully with an open mind and that prompt decisions are made to determine what course of action should be taken. No-one should dismiss an allegation against an adult but it must be remembered that such allegations can be hugely damaging.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. He/she should not investigate or ask a leading question if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a ‘need to know’ basis only.

Actions to be taken include making an immediate accurate, written record of the allegation using the informant’s words— including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed to the Head Teacher as Designated Safeguarding Lead.
The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education, who is Angie Bishop. Her contact details are: Email: LADO@coventry.gcsx.gov.uk Tel: 024 76 831730

In the event of an allegation then the Head Teacher shall contact the LADO with written confirmation of the allegation. This must be provided within one working day.

The Head Teacher shall as soon as possible following briefing from the LADO inform Chair of Governors Hayley Shortt, via the school, of the allegation.

In the event of allegations or concerns against the Head Teacher the Chair of Governors will contact the LADO, whose details are given above.

In order to minimise the risk of behaviour being misinterpreted, staff should safeguard themselves by ensuring they never touch others inappropriately or make unwelcome invasions on their personal space. They should also be aware of the potential risk of being alone in a closed room or a quiet area with a child or being where children are changing for PE.

16. Curriculum
We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service and Educational Psychology Service.
• Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child’s social worker is informed.
• Providing the necessary support needed to both the pupil and their families through the use of the Pastoral Team

17. Special Circumstances
Children who are looked after

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child’s looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL hold details of the child’s social worker and the name and contact details of the Local Authority’s virtual head for children who are looked after.

Monitoring and Review
In line with LA guidance this policy will be amended as necessary to ensure that it meets all the necessary requirements regarding Child Protection and be reviewed every 12 months. The responsibility for ensuring that the Child Protection Policy and procedures are in place, available to parents and reviewed annually lies with the Governing Body. This policy will be reviewed in line with the timescale and details set out on the front cover.
Appendix 1 - Part One of *Keeping Children Safe in Education (DfE 2016)*

For information only. Guidance will commence on 5 September 2016

Part one: Safeguarding information for all staff

What school and college staff should know and do

**A child centred and coordinated approach to safeguarding**

1. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working together to safeguard children*.

2. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

3. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

5. Children include everyone under the age of 18.

**The role of school and college staff**

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. All school and college staff have a responsibility to provide a safe environment in which children can learn.

8. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.

9. All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years. In the first instance staff should
discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

10. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers’ Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

**What school and college staff need to know**

12. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated
safeguarding lead and children’s social care. Staff should never promise a child that they will not
tell anyone about an allegation- as this may ultimately not be in the best interests of the child.

What school and college staff should look out for
17. All school and college staff members should be aware of the signs of abuse and neglect so
that they are able to identify cases of children who may be in need of help or protection. Types
of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of
this guidance.

18. Departmental advice: What to do if you are worried a child is being abused- Advice for
practitioners provides more information on understanding and identifying abuse and neglect.
Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be
particularly helpful for school and college staff. The NSPCC website also provides useful
additional information on types of abuse and what to look out for.

19. Staff members working with children are advised to maintain an attitude of 'it could happen
here' where safeguarding is concerned. When concerned about the welfare of a child, staff
members should always act in the best interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff
members are unsure they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child?
21. If staff members have any concerns about a child (as opposed to a child being in immediate
danger - see paragraph 28) they will need to decide what action to take. Where possible, there
should be a conversation with the designated safeguarding lead to agree a course of action,
although any staff member can make a referral to children's social care. Other options could
include referral to specialist services or early help services and should be made in accordance
with the referral threshold set by the Local Safeguarding Children Board.

22. If anyone other than the designated safeguarding lead makes the referral they should inform
the designated safeguarding lead, as soon as possible. The local authority should make a decision
within one working day of a referral being made about what course of action they are taking and
should let the referrer know the outcome. Staff should follow up on a referral should that
information not be forthcoming. The online tool
Reporting child abuse to your local council https://www.gov.uk/report-child-abuse-to-local-council
directs you to your local children's social care contact number.

23. See page 10 for a flow chart setting out the process for staff when they have concerns about
a child.

24. If after a referral the child’s situation does not appear to be improving the designated
safeguarding lead (or the person that made the referral) should press for re-consideration to
ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

25. If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving.

27. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. See Annex A for further details.

What school and college staff should do if a child is in danger or at risk of harm

28. If, a child is in immediate danger or is at risk of harm a referral should be made to children’s social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. Reporting child abuse to your local council directs you to your local children’s social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member?

31. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer(s) at the local authority. Staff may consider discussing any concerns with the school’s designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.
What school or college staff should do if they have concerns about safeguarding practices within the school or college

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college’s safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college’s senior leadership team.

34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at: Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Actions where there are concerns about a child
1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.


3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children. [https://www.gov.uk/government/publications/working-together-to-safeguard-children--](https://www.gov.uk/government/publications/working-together-to-safeguard-children--)

4. This could include applying for an Emergency Protection Order (EPO).
Appendix 2 - Types of abuse and neglect

35. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

36. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

37. 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.

38. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 of 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 cyberbullying), 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, although it may occur alone.

39. 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 the 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.

40. 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Specific safeguarding issues
41. All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

42. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, https://www.tes.com/teaching-resources MindEd https://www.minded.org.uk/course/view.php?id=402 and the NSPCC https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/ websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:


• child missing from home or care https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care


• domestic violence https://www.gov.uk/guidance/domestic-violence-and-abuse

• drugs https://www.gov.uk/government/publications/drugs-advice-for-schools

• fabricated or induced illness https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

AGCPS – Safeguarding and Child Protection Policy

• female genital mutilation (FGM) - and Annex A

• forced marriage- and Annex A https://www.gov.uk/guidance/forced-marriage


• gender-based violence/violence against women and girls (VAWG)
  https://www.gov.uk/government/policies/violence-against-women-and-girls

• hate http://educateagainsthate.com/


• relationship abuse https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

• sexting https://www.disrespectnobody.co.uk/sexting/what-is-sexting/

• Trafficking https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the Annex.

- All staff must read part one and Annex A and Annex B
Further information on Child Sexual Exploitation

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 seeming ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to extreme ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major fact in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1st July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent Guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into once for sixth form colleges and FE colleges early in the autumn. 13 to the need to prevent people from being drawn into terrorism”
14. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance") Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children are risk of radicalisation. These procedures may be set existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members on staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources for advice and support.

**Channel**

School staff should understand when it is appropriate to make a referral to the Chanel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.
Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with Channel panels.
Appendix 3 - Recognising Abuse

This guidance is provided as a useful reminder of the indicators of abuse but should be always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however; have both a responsibility and duty as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

The following information should help you to be more alert to the signs of possible abuse.

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away
Indicators of Emotional Abuse
Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour eg. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging.

Indicators of Sexual Abuse
Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour eg. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, eg. throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, eg. for sport
- Phobias or panic attacks
Indicators of Neglect
Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging.
Appendix 4 - Role of the Designated Safeguarding Lead

Part two of Keeping Children Safe in Education (DfE 2016) defines the role in the following terms.

'Governing bodies and proprietors should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder’s job description (see Annex B which describes the broad areas of responsibility and activities related to the role).

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility should not be delegated.

The designated safeguarding lead and any deputies should liaise with the local authority and work with other agencies in line with Working together to safeguard children.

During term time the designated safeguarding lead and or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.’

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and
support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

**Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility should not be delegated**.

**Manage referrals**

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;

- Support staff who make referrals to local authority children's social care;

- Refer cases to the Channel programme where there is a radicalisation concern as required;

- Support staff who make referrals to the Channel programme;

- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

- Refer cases where a crime may have been committed to the Police as required.

**Work with others**

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- As required, liaise with the “case manager” (as per Part four) and the Designated Officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

**Undertake training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead **should undertake** Prevent awareness training.
In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

- Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff;

- Are alert to the specific needs of children in need, those with special educational needs and young carers;

- Are able to keep detailed, accurate, secure written records of concerns and referrals;

- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- Obtain access to resources and attend any relevant or refresher training courses; and

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

80 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

**Raise Awareness**

- The designated safeguarding lead should ensure the school or college’s child protection policies are known, understood and used appropriately;

- Ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
· Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

· Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file
· Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability
· During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

· It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
Appendix 5 - Referral Guidance

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE
The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The ‘rule of optimism’ – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child’s retraction
- Allowing a temporary improvement in the child’s situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN’T TELL ABOUT ABUSE
- Threats from abuse - withdrawal of ‘favours’ or physical threats - may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child’s world - family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won’t be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime - thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn’t got adult permission to tell
• Lack of appropriate language skills

**WHY REFER?**
• Children have the right to be safe
• Adults have a responsibility to protect children
• Abuse is damaging
• Child abuse exists in a world of secrecy and silence - the cycle of abuse has to be broken
• You only have one small piece of a jigsaw
• Children rarely lie about abuse
• An abuser may well abuse many other children who also have a right to protection

For guidance and support, contact the Children's Social Care Referral and Assessment Service
Telephone: 024 7678 8555.

**MAKING A DECISION**
Further guidance on making a decision is provided in the Children's Social Care, Thresholds and Practice Standards, available at:

Concern about a child or disclosure made.

Green form fully completed by member of staff involved
Given in hand to a DSL ASAP

DSL may speak to child or parent, or request that the class teacher talks to parents and feeds back to DSL or a call/referral may be required to other agencies.
Member of staff to chase up with DSL outcome of concern

- In the event of DSL unavailable please see Nicky or Alex
- DO NOT LEAVE green forms on desks give directly to safeguarding team
Appendix 7 – Professional Abuse Flow Chart

An allegation may relate to a person who works with children who 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; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Working Together to Safeguard Children 2015

If an allegation is made against any adult who comes into contact with children in either a paid or unpaid capacity in the setting, the child minder or any person in the child minder setting

Childcare provider contacts the
1. LADO 024 76833443
2. Ofsted 0300 123 1231

LADO to be consulted on initial planning and whether the member of staff/person concerned is to be informed of the allegation; the LADO will ask you to complete a referral form to be returned to the secure GSCX email address LADO@coventry.gcsx.gov.uk. If there is an offence or ongoing risk to the child you must make a referral to Social Care 024 76788555 or contact the Emergency Duty Team - Out of Hours 76832222

Position of Trust (PoT) meeting may be convened to consider allegation and plan any further enquiries/investigation – this is a multi-agency meeting which may include the Police and Ofsted and is chaired by the LADO to exchange information and to decide on formal investigation processes. There are occasions when investigations are in process before a PoT is convened these are usually when the allegation has been made directly to the Police

Allegation is unfounded, setting/CQRA to support member of staff/child minder returning to work

Manager/Senior Officer to make a referral to DBS. In the event of Child minder settings Ofsted will withdraw registration and will liaise on the referral to the DBS –

Allegation is founded, disciplinary procedures apply and any potential criminal proceedings.

It is your duty to report concerns to the Manager or Safeguarding Officer. If you feel that your concern has not been dealt with appropriately you have a duty to report your concern directly.

It is your duty to report concerns to the Manager or Safeguarding Officer. If you feel that your concern has not been dealt with appropriately you have a duty to report your concern directly.
## Appendix 8 - Proforma for Report form Child Protection Conference
(one form per child)
To be used when writing a report for a CP conference.

<table>
<thead>
<tr>
<th>Full Name of Pupil:</th>
<th>DOB:</th>
<th>Class/Form:</th>
<th>Additional needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Address:</td>
<td></td>
<td>Telephone:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E mail:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are you worried about?</th>
<th>What is working well?</th>
<th>What needs to happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(appropriate uniform/shoes/cleanliness/hair/general health)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(appetite, FSM, breakfast club, toileting, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education/Attainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child’s Voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child interaction in school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Carer interaction with school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child/Parent–Carer interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(bringing/collecting from school/attending meetings, parents evenings, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any additional concerns/changes in behaviour?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any patterns of the day/time/month?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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