



Policy for Safeguarding and Child Protection

Governor's committee responsible _____

Governor Lead: Mrs Margaret Cook

Designated safeguarding lead: Mrs Lisa Seton, Deputy Mrs Gwyn Wilcock

Status and review cycle: Annually

Next Review Date: December 2016

DESIGNATED SAFEGUARDING LEAD PERSON:

Lisa Seton (Deputy Headteacher)
Deputy Mrs Gwyn Wilcock

Trained safeguarding staff:

Gwyn Wilcock (PIT)

NAMED GOVERNOR: Margaret Cook

This policy has been developed in accordance with the principles established by the Children Act 1989; and Education Act 2002 and in line with government publications:

“Working Together to Safeguard Children” 2015

“Keeping Children Safe in Education” 2015

Keeping Children Safe in Education: information for all school and college staff

“What to do if You are Worried a Child is Being Abused” 2015,

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers

Definition of abuse: *A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or 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 a stranger (eg via the internet). They may be abused by an adult or adults, or another child or children. Other forms of abuse include:*

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Working Together to Safeguard Children (July 2015)

See Appendix 2 for detailed definitions of the forms of abuse.

Ben Rhydding Primary School fully recognises its responsibilities for child protection.

This policy has been written in line with guidance taken from the following documents - '**Keeping Children Safe in education**' - DFE 2015 (see summary and '**Working Together to Safeguard Children**' – 2015.

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

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse, including internet or online abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Promoting a positive school atmosphere where all children feel safe.

Child protection is the responsibility of everybody. Ben Rhydding Primary 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 in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse (including online abuse and e-safety).

Roles and Responsibilities

- All adults working with or on behalf of children have a responsibility to safeguard them and to promote their welfare. There are, however, key people within schools, Education Bradford and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the beginning of this document.
- It is the role of the Governing Body and the Deputy Headteacher to ensure that the Designated Safeguarding Lead and trained staff are properly supported to carry out this task and that they are given time and resources to fulfil the duties that their role demands.

- The Headteacher will ensure that the Designated Safeguarding Leads and e-safety Lead attend the required training and that they refresh their training every two years.
- All other staff and the nominated governor must be offered an appropriate level of training and must undergo refresher training every three years.
- It is the role of the Designated Safeguarding Lead and trained Safeguarding staff to ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with the locally agreed procedures, including concerns about e-Safety issues. Additionally, it is the role of the Designated Leads to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, as part of staff induction, to advise staff and to offer support to those requiring this.
- Any staff member may make a referral, but it is recommended that Ben Rhydding Primary School Staff go through the Designated Safeguarding Leads to ensure the proper systems are followed.
- The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy, that locally agreed procedures are in place, and that the policy and structures supporting Safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- Parents can obtain a copy of the school Child Protection, Behaviour Policy, E-safety Policy and Safeguarding Policy on request and it will also be available on the school website.

The Governing Body and school leadership are responsible for ensuring that the school follows safer recruitment processes, including:

- Ensuring the Headteacher, and other staff responsible for recruitment as well as one member of the Governing Body completes safer recruitment training.
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance.

The Designated Safeguarding Lead Person (Deputy Headteacher) informs the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

Ethos

Ben Rhydding Primary School recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to.

At Ben Rhydding Primary School we promote the following core values across school:

- Care and understanding
- Respect
- Initiative
- Honesty
- Courage
- Responsibility
- Determination
- Confidence and self esteem
- Independence
- Resilience

We recognise that children who are abused or witness violence are likely to have low self- esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives. Resilient children are better able to cope when things go wrong including if abuse enters their life.

Ben Rhydding Primary School will endeavour to support all pupils through:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring that child protection is included in the curriculum to help children recognise when they don't feel safe and to identify who they should tell (including safety training).
- Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued.
- The school's positive behaviour policy which is aimed at supporting all pupils in the school.
- Ensuring that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

Child Protection Procedures

Ben Rhydding Primary School adheres to child protection procedures that have been agreed locally through the Local Children's Safeguarding Board. If any member of staff has a concern regarding a child protection issue, they should inform a Designated Safeguarding Lead as soon as possible making a written note of the issue, date and sign it and hand it to a Designated Safeguarding Lead to be kept securely. The DSL will then take the decision about actions taken thereafter.

Confidentiality

All staff are aware that they must not promise to keep, 'secrets' with children and that if children disclose abuse this must be passed on to the Designated Safeguarding Lead for Child Protection as soon as possible and the child should be told who their disclosure will be shared with.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Information will only be shared if it is in the best interest of the child.

Record Keeping

- Child Protection records are kept centrally and securely by the Designated Lead for Child Protection.
- Staff are aware that they must make a record of child protection issues and events as soon as possible and log this onto CPOMS.
- Child protection records must not be made in the child's curriculum file.
- Abbreviation or initials should only be used if the full name and position of the member of staff has been explained in a foot note.

CPOMS

Staff members must report the concerns directly to the Designated Safeguarding Lead and then follow this up by logging it onto CPOMS. If notes were made when talking to the child these must be kept in another folder in a secure location and referred to in the CPOMS log.

Working with other agencies – Appendix 1 Child Protection Flow Chart

Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures however schools continue to play a role after referral and need to develop strong links with partner

agencies particularly social care. Ben Rhydding Primary School recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings. If the meeting is scheduled in the school holidays a member of staff will attend meetings and where possible it will be the Designated Safeguarding Lead.

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 teaches relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and 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 place out of school, appropriate and agreed pupil/adult ratios are maintained. The teacher always assesses visits as to the level of risk and all trips are finally authorised by the Deputy or Deputy Headteacher.

Allegations against members of staff/ volunteers - SEE APPENDIX 3

Ben Rhydding Primary School recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed (see Appendix).

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(See Bradford Safeguarding Board's arrangements for managing allegations – link below)

http://westyorkscb.proceduresonline.com/chapters/p_alleg_staff.html

After any allegations of abuse have been made, there are a range of specified outcomes:

- substantiated
- malicious
- false and
- unsubstantiated
- unfounded

All staff know who to talk to if they are concerned about the behaviour of an adult.

Allegations against the Headteacher:

Any allegations against the Deputy Headteacher will be referred to the Chair of Governors or the Local Authority Lead Officer (see flow chart).

The use of school premises by other organisations:

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to Safeguarding children and child protection. Ben Rhydding Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- Whole school Behaviour and anti-bullying policy
- Health and safety policy
- Procedures for accessing risk ie school trips
- Safer recruitment policies and practice
- Induction and Code of conduct for staff Policy Review
- Whistle Blowing Policy
- Keeping Children Safe in Education Part 1 (2015)

Induction of volunteers

Volunteers coming into school on a regular basis will normally be working under the close supervision of the teacher. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building, a DBS check without a barred list check will be conducted. (See DBS procedures document)

Welcoming visitors

Individuals such as psychologists, nurses, dentists, Police, centrally employed teachers and other public sector staff will have been checked by their employing organisation, whether Local Authority, Primary Care Trust or Strategic Health Authority. School will retain a copy of the employer's confirmation that the DBS disclosure has been undertaken on their letter-headed paper.

Internet Safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. 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. Children are regularly reminded of procedures they must follow to keep themselves safe when using the internet; these are outlined in more detail in our E Safety policy. If the school policy is violated by an individual, monitoring software detects and records the incident. This is logged on CPOMs by the IT leader. An e-safety programme of work strives to deliver age-appropriate teaching of the dangers and risks posed by the internet.

Equal Opportunities

At Ben Rhydding Primary School we try to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all are considered equal in the learning partnership. When children have special needs we make arrangements to inform parents and design specific programmes. 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. Please refer to the full policy for more details.

Behaviour Policy

Good behaviour is essential in any community and we have high expectations for this. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children. Behaviour management is further explained in our school's positive behaviour policy. Staff are discouraged from handling children, but when they deem it is necessary to do so, guidance has been given on safe methods of restraining a child so that they do not harm either themselves or others. Some members of staff have been trained in team teach will be renewed every two years. Two members of staff have been trained in Positive handling techniques.

Anti Bullying Policy

Our definition of bullying is: "A systematic and extended victimisation of a person or group, by another or group of others." The school's response to this is unequivocal. Adults must be informed immediately and action will take place. Children are told

that silence is the bully's best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated. There is a more detailed Anti-bullying Policy that is available from the school office.

Racial Tolerance

Our pupils will be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school welcomes and values a response. Racism is tackled in both the RE and in the PSHE curriculum. The children take part in discussions designed to raise awareness and address prejudices.

Photographing and Videoing

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

- Parents' consent to school taking photographs and photos for local press etc. is obtained upon entry to school.
- We allow parents to take photo of their children when involved in a school production or assembly.

Parents are asked to ensure that the photos are for family memorabilia only and will not be put on to the internet under any circumstances.

Whistleblowing

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 with the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school follows its Whistleblowing policy, a copy of which is available.

Information Sharing

Many professionals are wary about sharing information and are concerned about breaching the Data Protection Act. The Keeping Safe in Education document is quite clear about sharing information and encourages practitioners to balance the risk of sharing with the risk of not sharing. It also contains a useful flow chart outlining when and how to share information. Everyone working with children must know the signs and symptoms of abuse and understand under what circumstances they are allowed to share information. Lord Laming emphasised that the safety and welfare of children is of paramount importance and highlighted the importance of practitioners feeling confident about when and how information can be legally shared.

Seven golden rules to sharing information

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. Child Protection records will be shared with the receiving school as soon as possible after a child leaves Ben Rhydding Primary School. Secure transit must be ensured and a confirmation of receipt should be obtained.

Prevent – Anti Extremism and Radicalisation

Aims

- To ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised

Practice

- In addition to DBS checks we 'open source' check organisations, particularly those in the voluntary sector.
- We will ensure staff are aware of the risks to children and young people of being radicalised through training

Managing Referrals

- To refer any children at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.

Raise Awareness

- Ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life

and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2015 and our responsibilities with regard to the Prevent Strategy 2013.

The Governing Body is responsible for ensuring the annual review of this policy and that the list of key contacts on the cover sheet is kept up to date.

Signed by Chair of Governors: *Andrew Rabbitt*

Designated Safeguarding Lead: Lisa seton

Cover for Designated Safeguarding Lead: Gwyn Wilcock

Safeguarding Governor: Margaret Cook

Appendix 1 Date: 25.11. 2015

Child Protection Procedures Flow Chart as of September 2015 (Local Authority)

On discovery or suspicion of child abuse. If in doubt – ACT

Inform your Designated Safeguarding Lead Person: Lisa Seton or
Cover for Designated Safeguarding Lead - Gwyn Wilcock

(Note all staff can report concerns to the Safeguarding Board if you are unable to reach the Designated Safeguarding Lead or Cover for Designated Safeguarding lead consult the SLT)

Who should then take following steps

Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay Tel No: 01274 437500
Out of hrs Emergency Duty Team Tel No: 01274 431010

Where the Designated Lead is not sure whether it is a child protection issue they may seek advice from the Children's Safeguarding and Reviewing Unit Consultation Service Tel No: 01274 434343.

Designated Lead and Cover for Designated Lead may also seek advice from the Education Social Worker Service : Tel 01274 385761

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

Remember: always make and keep a written record of all events and action taken, date and sign each entry to this record. Keep records confidential and secure.

Ensure immediate completion and dispatch of the Child Protection Referral Form EB19 (saved on the network under child protection).

Retain the original copy in school. Send copies to:

- Children's Social Care (White) (to the Area Office you made your referral too)
- Lead Officer Child Protection — Future House, Bolling Road, Bradford, BD4 7EB.

USEFUL TELEPHONE NUMBERS

Children's safeguarding and reviewing Unit Consultation Service: 01274 434343

Emergency Duty Team: 01274 431010

Children's Social Care Initial Contact: 01274 437500

Lead Officer Child Protection: 01274 385726

Education Social Work Service: 01274 385761

Police: Javelin House, Child Protection Unit: 01274 376061

APPENDIX 2

Definitions of abuse

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.

‘Taken from Working Together 2015’

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in 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.

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.

Follow link to What to do if you're worried a child is being abused for further information and guidance.

[http://www.bradfordscb.org.uk/PDF/2015_updates/What to do if you re worried a child is being abused.pdf](http://www.bradfordscb.org.uk/PDF/2015_updates/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Appendix Four

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Why is it carried out?

Belief that (note these statements maybe myths)

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony

- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Appendix 5 PROCEDURES

A) DESIGNATED SAFEGUARDING LEAD MEMBER OF STAFF

The designated senior member of staff (Named Person) for child protection in this school is:

Lisa Seton

In their absence, these matters will be dealt with by:

Gwyn Wilcock

The Designated Safeguarding Lead is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. The Designated Safeguarding Lead should ensure the relevant people are informed including the class teacher where appropriate who may monitor the situation. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

The school recognises that the Designated Safeguarding Lead must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a member of the senior management team. All members of staff (including volunteers) must be made aware of who this person is and what their role is. The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases. They will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The Designated Safeguarding Lead is the first person to whom members of staff report concerns. The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LA.

N.B. The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff (unless the Designated Lead is already the Headteacher and then they would assume responsibility). This remains the responsibility of the Headteacher unless the allegation is about the HT then the Chair of Governors must assure the responsibility.

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for
- coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the LA.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will ask the Local Authority Designated Officer to investigate further.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal

advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy as part of induction.

- Liaise with the Headteacher to inform them of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child. The best opportunity to do this is at the Reception Parents evening prior to school enrolment in September.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection. These records will be handed over in person one Designated Safeguarding Lead to the other or if an out of area transfer is needed then they will be transferred via registered and recorded mail. The Designated lead would add details of the transfer and who received the documents onto their chronology.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how LA operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

B) DESIGNATED GOVERNOR

The Designated Governor for Child Protection at this school is:

Margaret Cook

Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by LA Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

C) RECRUITMENT (*see Safer Recruitment Policy*)

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in 'Keeping Children Safe in Education' (2015) and ensure we meet requirements to have experienced and trained governors in Safer Recruitment, in particular:

- Before appointing someone, ensure that the references contain information that asks the referee to comment upon the applicant's suitability to work with children.
- Check that all adults with substantial access to children at this school have an enhanced DBS checks, disapplication by association checks for household members and List 99 check before starting work, and prior to confirmation of appointment.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be¹
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.

¹ e.g., through birth certificate, passport, new style driving licence, etc...

D) VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record, maintained by the School Business Manager and Monitored by the Designated Safeguarding Lead and Safeguarding Governor.

E) INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive basic child protection information and a copy of this policy within one week of starting their work at the school as a minimum.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through support from the Local Authority.

All Staff will attend refresher training every two years.

F) DEALING WITH CONCERNS

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering harm, they must always refer such concerns to the Designated Safeguarding Lead, who may refer the matter to the relevant Children's Services.

To this end, volunteers and staff will follow the procedures below;

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused,

- makes an allegation against a member of staff² they must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated person (or head teacher if an allegation about a member of staff) and agree actions to take.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of LA Safeguarding Children's Board.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

² Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.