



## ANDREW'S CE (VA) INFANT and JUNIOR SCHOOLS



### "Promoting Excellence Within a Caring Christian Community"

#### Safeguarding and Child Protection Policy including procedural guidelines

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### **St Andrew's Infant School**

**The Acting Headteacher is: Mrs Swallow**

**This policy was developed : September 2017**

**The policy will be reviewed: September 2018**

**This policy was signed off by the Governing  
Body:**

**The Designated Safeguarding Lead (DSL) who takes  
the lead for Child Protection is: Mrs J Swallow**

**The Deputy Designated Safeguarding lead is:  
Ms E Lord**

**The name of the Designated Teacher for  
Children who are Looked After is: Mrs J Swallow**

### **St Andrew's Junior School**

**The Headteacher is: Mrs Smith**

**This policy was developed : September 2017**

**The policy will be reviewed: September 2018**

**This policy was signed off by the Governing  
Body:**

**The Designated Safeguarding Lead (DSL) who takes  
the lead for Child Protection is: Mrs K Smith**

**The Deputy Designated Safeguarding leads are:  
Mrs A Jocelyn, Mrs E Moon, Mrs G Brearley**

**The name of the Designated Teacher for  
Children who are Looked After is: Mrs K Smith**

## **Introduction**

**The policy is in line with: Calderdale Safeguarding Children Board Policies  
and Procedures available on [www.calderdale-scb.org.uk](http://www.calderdale-scb.org.uk)**

- West Yorkshire Procedures which are available on <http://westyorkscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- Information Sharing (2015)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2012
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015)
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016)

### **Safeguarding is defined as:**

Protecting children from maltreatment;

Preventing impairment of children's health or development;

Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;

taking action to enable children to have the best outcomes

(Working Together to Safeguard Children, 2016)

At St. Andrew's Church of England (VA) Infant and Junior Schools all children deserve the opportunity to achieve their full potential in a safe, supportive environment. We play a key role in the prevention of abuse. All children have the right to be protected

from harm. Children need support which matches their individual needs, including those who may have experienced abuse.

## 1 School Commitment

**This policy applies to all adults, including volunteers, working in or on behalf of the schools.**

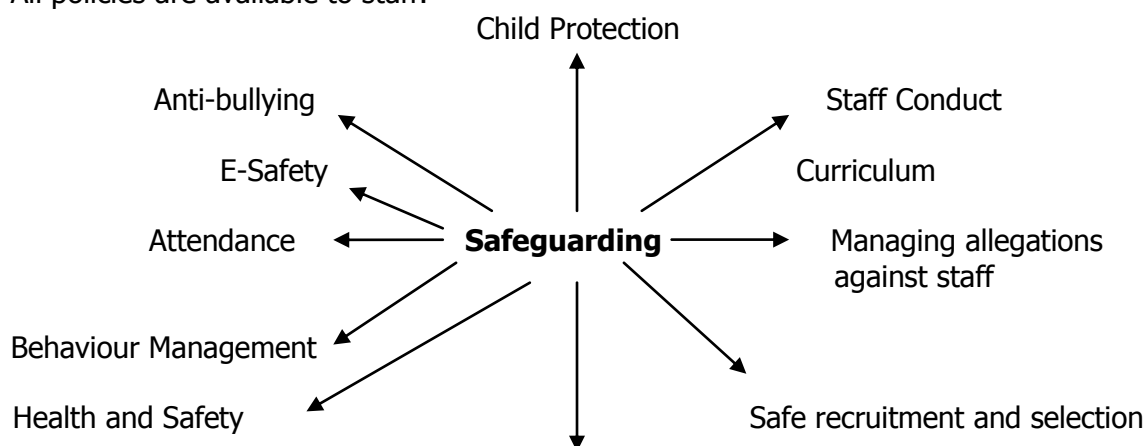
**The purpose of this policy is:**

- To inform staff, parents, volunteers and governors about the school's responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.
- To establish clear definitions of abuse
- To clarify roles and responsibilities of everyone within our schools in relation to safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide

**Everyone working in or for our schools service shares an objective to help keep children safe by:**

- Having regard to Keeping Children Safe in Education (2015)
- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

St Andrew's CE (VA) Infant and Junior Schools are committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The schools ensure that all policies are cross-referenced. All policies are available to staff.



## **2 Providing a Safe and Supportive Environment**

### **2.1 Safer Recruitment and Selection**

The schools pay full regard to DfE guidance 'Keeping Children Safe in Education' (KCSE) April 2016. We ensure that all appropriate measures are applied in relation to everyone who works in the schools, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSE (2016) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

Our schools are committed to keeping an up to date Single Central Record (SCR) or Register which covers the following people:

- all staff (including supply staff) who work at each school;
- all others who work in regular contact with children in each school, including Governors and volunteers;

The Single Central Record (SCR) records the safer recruitment checks as listed previously and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

At St Andrew's CE Infant School

**Mrs J. Swallow** (Acting-Headteacher)      **Mrs Susan Empson** (School Governor)

At St Andrew's CE Junior School

**Mrs K. Smith** (Headteacher)      **Mrs Elizabeth Lawley** (School Governor)

The above people have undertaken Safer Recruitment Training within the last 5 years and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### **2.2 Safe Working Practice**

The Teaching Standards (2012), state that teachers, including Headteachers should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our schools are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

Working within Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Policy; safe working practices in our schools ensure that pupils are safe and that all staff:

- work in an open and transparent way
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO).

### **2.3 Risk Assessment**

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

### **2.4 Safeguarding Information for pupils**

All pupils in our schools are aware that they can talk to staff. The schools are committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a designated safeguarding lead (DSL), who is a senior member of staff with responsibility for Child Protection and know who this is. Likewise all pupils know that there are Deputy DSLs (three at Juniors), who they would talk to if the DSL was not in school. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Pupils in our schools are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are through working with our Learning Mentors, our Befrienders at playtime (Junior School), our School Council and our Peer Buddies (Junior School).

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

### **2.5 Partnership with Parents**

The schools share a purpose with parents to educate and keep children safe from harm. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, in order to protect a child.

St Andrew's CE (VA) Infant and Junior Schools will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with *the Headteacher* and we encourage use of Parent View as an opportunity to provide feedback to the school. We make parents aware of our policy (*e.g. website, newsletters*) and parents are made aware this policy is available and accessible at all times.

## **2.6 Partnership with others**

Our schools recognise that it is essential to establish positive and effective working relationships with other agencies. (*e.g. LA, Multi-Agency Screening Team (MAST), CAMHS, Police, Health, Sure start, School Nursing Team, Family Support, FIT, PREVENT etc.*) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As schools we will cooperate with Social Care where they are conducting Child Protection enquiries. Furthermore our schools will endeavour to attend appropriate inter-agency meetings such as Early Intervention Panels, CAF and TAC meetings, Child In Need reviews and Initial and Review Child Protection Case Conferences. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during school holidays.

## **2.7 School Training and Staff Induction**

The schools Designated Safeguarding Leads undertake refresher training at 2 yearly intervals, provided by Calderdale MBC's Schools Safeguarding Advisor. The DSLs also attend other opportunities such as the DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Headteachers and all other schools staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for Child Protection effectively, which is kept up to date by refresher training in Basis Safeguarding Awareness on an annual basis. St Andrew's CE (VA) Infant and Junior Schools ensure that this takes place *by the DSL's providing annual updates through face-to-face delivery as recommended by Calderdale Safeguarding Children Board.*

All staff act with regard to our Safeguarding and Child Protection Policies.

All staff (including temporary staff and volunteers) are provided with the school's safeguarding policy and child protection procedures and are informed of school's child protection arrangements on induction. All staff sign a register to say that they have received, read and understood the policy.

## **2.8 Support, Advice and Guidance for Staff**

Staff will be supported by *St Andrew's CE (VA) Junior and Infant Schools, LA and professional associations.*

The Designated Safeguarding Lead for Safeguarding/Child Protection will be supported by the Deputy DSLs.

Advice is available from the Schools Safeguarding Advisor (Rezina Kelly 01422 392134).

Safeguarding is also an agenda item for staff meetings and therefore there is an opportunity for discussion and to raise concerns on a weekly basis.

It is recognised that staff should receive regular Safeguarding Supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive support through half termly supervision meetings with the Headteacher.

### **3 Ensuring that Children are Safe at School and at Home**

#### **3.1 Child Protection Procedures**

Teachers and other adults in our schools are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

The Child Protection Procedures detail what the school would define as abuse referring to the definitions from Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2016).

All staff follow the school's Child Protection Procedures (below) which are consistent with 'Working Together to Safeguard Children 2015' and the Calderdale Safeguarding Children Board guidance.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for Child Protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and thus Child Protection Enquires (S47) may be needed. These signs of indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues.

### **3.2 Supporting the child and partnership with parents**

- Our schools recognise that the child's welfare is paramount, however good Child Protection practice and outcomes rely on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

### **3.3 The Prevent Duty**

Under section 26 of the Counter-Terrorism and Security Act 2015, St. Andrew's CE Infant and Junior Schools are aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received training to help them to identify children who may be vulnerable to radicalisation, and our schools are committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

The Prevent Coordinator at present is Arelys Gomez-Reve, who can be contacted on: arelys.gomez-reve@calderdale.gov.uk or prevent@calderdale.gov.uk , or by phone on 07929010016.

St Andrew's CE Infant and Junior Schools will also incorporate the promotion of fundamental British Values into the teaching of PSHE in order to help build pupils' resilience and enable them to challenge extremist views.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

### **3.4 FGM – Female Genital Mutilation**

St. Andrew's CE Infant and Junior Schools understand that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-



lasting harmful consequences. We are aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

If a member of staff has concern about a particular child then the normal safeguarding procedures will be followed including discussing with the DSLs. The DSL can then make appropriate referrals to MAST and/or the Police as is their mandatory duty.

### **3.5 Child Sexual Exploitation (CSE)**

St Andrew's CE Infant and Junior Schools are aware that; Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017).

Staff have been made aware of some of the key indicators of CSE by training provided by the DSL. In addition St. Andrew's CE Infant and Junior Schools appreciate that they have a role to play in the prevention of CSE within its Safeguarding curriculum e.g. through the teaching of healthy relationships.

If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST and the CSE Hub, including a CSE Risk Assessment. St. Andrew's CE Junior and Infant Schools also appreciate that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

### **3.6 Domestic Abuse**

St. Andrew's CE Infant and Junior Schools understand that the cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional  
controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

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

If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST, and share information where necessary with the Domestic Abuse Hub within the context of the daily MARAC meetings. Where DV Notifications are received from the Domestic Abuse Hub, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

### **3.7 Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at St. Andrew's CE Infant and Junior Schools understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

### **3.8 Peer on Peer Abuse**

Sometimes 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 are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

### **3.9 Youth Produced Sexual Imagery**

Where there is a disclosure or our schools become aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

### **3.10 Attendance and Children Missing from Education**

St. Andrew's CE Infant and Junior Schools understand that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus

ensures that information is shared between the office staff and the DSL. Likewise schools understand that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school's 'First Day Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

St. Andrew's CE Infant and Junior Schools appreciate that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. We will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing in Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

St. Andrew's CE Infant and Junior Schools understand that it is essential that contact is made with the Education Welfare Service (Lindsay Cummings 01422 266126) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition we will contact the Local Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

#### **4 Managing Allegations**

Where an allegation is made against any person working in or on behalf of our schools the procedures detailed in the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures.

#### **5 Pupil Information**

**5.1** Our schools will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that should the person(s) with parental responsibility be unable to collect this person could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to Common Assessment Framework (CAF) or Child In Need (CIN) processes.
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

- 5.2** Our schools will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.
- 5.3** When a child leaves the school their Child Protection file is copied for any new school as soon as possible and transferred separately from the main pupil file. This is usually done by CPOMS and unless the child moves out of area or the receiving school does not use CPOMS to record information. If this is the case, or if more information other than that which is recorded on CPOMS is required, the file is transferred by recorded delivery and signed for, and is clearly marked confidential. A receipt is retained with the copied file so it is clear where the file has been transferred to.

## **6 Roles and Responsibilities**

### **6.1** Our Governing Body will ensure that:

- the schools have an effective Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publically via each schools website or other means
- the schools have a staff behaviour policy or code of conduct and that this is provided to all staff on induction
- the schools operate safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training
- the schools have procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- e-safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- a senior member of the school's leadership team is appointed to the role of DSL,
- staff including the Headteacher undertake appropriate child protection training which is updated annually
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher
- where services or activities are provided on either school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate
- they review their policies and procedures annually

### **6.2** Our Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body 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 inter-agency meetings and contributing to the assessments of children.

- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies
- Refer allegations against staff to the Local Authority Designated Officer (LADO)

**Cheryl Baxter on (01422 394156)**

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

**6.3 Our Designated Safeguarding Lead (DSL) will ensure that:**

The Designated Safeguarding Lead will ensure that the school's policies are known and used appropriately:

- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies 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 schools in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

**Managing referrals**

- Refer all cases of suspected abuse to the local authority children's social care and Police (cases where a crime may have been committed).
- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

**6.4 All staff and volunteers will:**

- fully comply with the school's policies and procedures
- be aware of 'Keeping Children Safe in Education' (2016)
- attend annual whole school training and other appropriate training identified
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to take decisions about individual children
- inform the Designated Safeguarding Lead of any concerns

**7 Training**

The designated safeguarding lead will attend appropriate training carried out every two years in order to:

- 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 child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the schools or college may put in place to protect them.

## **8 Access to the curriculum**

- 8.1** Teachers and other adults in our schools are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

### **Definitions: ('Working Together' 2015 and 'Keeping Children Safe in Education' 2016)**

**A child:** As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18<sup>th</sup> birthday or in the case of disabled children 25 years.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

**Development** means physical, intellectual, emotional, social or behavioural development;

**Health** includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

**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.

**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 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.

**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.

**8.2** It is ***not*** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

**Concerns that staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

### **8.3 Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. Schools recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and should be referred to the Headteacher, Deputy Head or Learning Mentors, DDSLs. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead and make a contemporaneous record.

#### Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next. Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including what the child has said, in the child's words on CPOMS record the context and content of their involvement, and will distinguish between fact and opinion

### **8.4 Action by the Designated Safeguarding Lead (or deputy DSL in their absence)**

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Multi-Agency Screening Team (MAST) and/or Safeguarding Advisor for Education
- the child's wishes

#### **Then decide:**

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Multi-Agency Screening Team (MAST) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately



**OR**

- not to make a referral at this stage if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart will be followed. All referrals to Multi-Agency Screening Team (MAST) will be followed up in writing using the Calderdale Request for Service/Referral Form.

### **8.5 Action following a Child Protection Referral**

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made by Multi-Agency Screening Team (MAST) e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 Resolving Professional Disagreements
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Multi-Agency Screening Team (MAST)

### **8.6 Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen. These are done on the school's Child Protection and Online Monitoring System (CPOMS).

Any child protection paper documents will be retained in a 'Child Protection file'. This will be locked away and only accessible to the Headteacher and Deputy Headteacher or DDSL. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead for Child Protection.' A copy will then be retained by the school until the child leaves that school. The last school should keep the file until the child's 26<sup>th</sup> birthday.

If the child goes missing from education or is removed from roll to be educated at home then any child protection file should be copied and the copy sent to the Education Welfare Service.



**Please write down any concern as soon as possible after the incident/during, stating exactly what the child/ adult said, what was seen/observed.**

**Position:**



## Child Protection Checklist

### **If a child tells you something that concerns you:**

- Stay calm, and seek support and advice for yourself.
- Ensure your response is at an appropriate level and professional.
- Listen, believe and take seriously what the child is saying to you.
- Be honest and clear about confidentiality; children need to know that staff may not always be able to uphold confidentiality where there are child welfare concerns and will need to share them with the Designated Safeguarding Lead (DSL).
- Allow children time and space to talk to you, avoid asking leading questions, investigation or examining the child.

### **If you see a child with an injury:**

- Always ask the child how he/she sustained the injury.
- Seek an explanation from their parents/carers unless you consider, in consultation with the DSL, that the injury is so serious as to warrant immediate medical treatment and/or a referral to Care Services.

### **Always:**

- Record what the child has said, in their own words, and any parental explanation i.e. explanations for injuries etc. on school Record of Concerns form. Ensure that the record is dated and signed (with your name and position printed underneath)
- Discuss any concerns, however small with the DSL immediately and agree what action if any is to be taken.
- If you have serious child protection concerns, do not delay in seeking advice.

Please remember that our Child Protection and Safeguarding Policy contains much more detail – please refer to it regularly.

The Designated Safeguarding Lead is:  
**The Acting Headteacher: Mrs Jo Swallow**  
**and in her absence:**  
**The Deputy DSL: Miss Erica Lord**



## **SAFEGUARDING PROCEDURES**

**THE DESIGNATED SAFEGUARDING LEAD FOR OUR SCHOOL IS  
Mrs K Smith (Headteacher)**

**DESIGNATED SAFEGUARDING DEPUTIES ARE  
Mrs A. Jocelyn (Deputy Head), Mrs Moon (Learning Mentor) and Mrs  
Brearley (Learning Mentor)**

### **Concerns**

If you have any concerns about a child, then please **enter that concern onto the CPOMS system** which will automatically alert all DSLs (Mrs Smith, Mrs Jocelyn, Mrs Moon and Mrs Brearley). If the matter is extremely urgent, inform Mrs Smith or Mrs Jocelyn verbally. Child Protection concerns and issues are confidential and other staff in school will be informed about the content only by Mrs Smith or Mrs Jocelyn on a "need to know" basis.

### **Concerns may include:**

- Very dirty appearance or dirtier than usual
- Child is very quiet, upset or withdrawn
- Child presents unusual and inexplicable behaviour
- Unexplained injuries

### **When entering an incident on CPOMS:**

- Report facts not opinions – this is evidence
- Remember individual files can be viewed by individual parents upon request
- This data must be kept for 15 years and passed on to the child's next school
- If the matter is extremely urgent, inform Mrs Smith or Mrs Jocelyn verbally in addition to entering the information on CPOMS.

### **CHILD ABUSE**

If a child shares information with you about any abuse:

- Do not appear shocked or angry – if you react badly then the child may freeze
- Always believe the child – take the disclosure seriously
- Listen and observe – don't ask leading questions
- Enter the information on CPOMS immediately – remember what is said
- In cases of reported abuse inform Mrs Smith or Mrs Jocelyn verbally