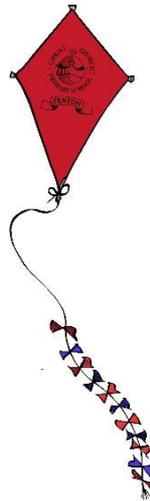


Safeguarding and Child Protection Policy and Procedures 2016

Christ Church CE Primary School

Respect: Endurance: Friendship



Learning with God and Each Other to be the Best We Can Be

Head Teacher – Mrs Paula Scattergood
Chair of Governors – Mr Colin Parkes
Safeguarding Link Governor – Mr Colin Parkes

This policy was adopted on Friday 30th September 2016
This policy is due for review - Autumn 2017

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Role	Name	Contact details
Designated Safeguarding Lead	Mrs Paula Scattergood	01782 234834
Deputy Designated Safeguarding Lead	Mrs Sallyann Birks	01782 234834
Deputy Designated Safeguarding Lead	Mrs Nicky Finney	01782 234834
Early Help Champion	Mrs Sallyann Birks	01782 234834
Lead Person for Online Safety	Mrs Nicky Finney	01782 234834
Lead Person for Looked After Children (LAC)	Mrs Paula Scattergood	01782 234834
Lead Person for CSE	Mrs Paula Scattergood	01782 234834
Lead Person for PREVENT	Mrs Paula Scattergood	01782 234834
Manager responsible for allegations made against staff	Mrs Paula Scattergood	01782 234834
Local Authority Designated Officer (LADO)	Dylan Harrison	01782 235100
Early Help Team		01782 231964 early.help@stoke.gov.uk
Targeted early help services for children with level 3	Co-operative Working Team	01782 232200 CW@stoke.gov.uk
Locality Social Worker – for advice about concerns	Sara Belford Jenna Timmis	07717 892744 07827 281639
	Tina Forkin	07826 891800
	Nicky Tagg Lauren Phillips	07771 508475
Senior Social Worker for Child Sexual Exploitation	Angela Davenhill	101 Ext.3616 07769 238950
Stoke-on-Trent Children's Social Care – for referrals	Safeguarding Referral Team (SRT)	01782 235100
	Emergency Duty Team – after hours, weekends and public holidays	01782 234567
Staffordshire Children Social Care – for referrals	First Response	0800 1313126
Police	Non-emergency	101
	Emergency	999
Safeguarding Education Development Officer	Dawn Casewell	01782 235897 dawn.casewell@stoke.gov.uk

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Terminology and Acronyms	
Child or young person	Anyone who has not yet reached their 18th birthday
Parent	Birth parents or adoptive parents i.e. those with parental responsibility. It is recognised, however, that other adults may be in a parenting role, for example step parents and foster carers.
Staff	All those working for or on behalf of the school, including paid and unpaid staff, full time or part time staff, temporary, casual, agency staff, self-employed people and contractors
Abuse	<p>A form of maltreatment which includes physical, sexual and emotional harm or neglect.</p> <p>A person may abuse a child by inflicting harm or by failing to act to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely by a stranger.</p>
Early help	Providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
Early Help Assessment (EHA)	A way of identifying the strengths and needs within a family in order to provide the right help and support at the right time.
Safeguarding	The action we take to promote the welfare of all children and prevent them from coming to any harm.
Child protection	The activity undertaken to protect specific children who are identified as suffering, or likely to suffer, significant harm. Child protection is one element of safeguarding.
Harm	The ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
Significant harm	The threshold that requires compulsory intervention in the family for the best interests of the child.
DSL	Designated Safeguarding Lead
Deputy DSL	Deputy Designated Safeguarding Lead
LADO	Local Authority Designated Officer

(L)SCB	(Local) Safeguarding Children Board
CIN / CIN Plan	Child in Need / Child in Need Plan (under s.17 Children Act 1989)
CP / CP Plan	Child Protection / Child Protection Plan (under s.47 Children Act 1989)
LAC	Looked After Child
CSE	Child Sexual Exploitation
CET	Child Exploitation Team (within Staffordshire Police)
FGM	Female Genital Mutilation
CME	Children Missing from Education
MASH	Multi Agency Safeguarding Hub
CSC	Children's Social Care
SRT	Safeguarding Referral Team (Stoke-on-Trent)

Child Protection and Safeguarding Policy

1 INTRODUCTION

- 1.1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 1.2. Our school is a community and all those directly connected with it - staff members, volunteers, governors, parents, families and pupils; have an essential role to play in making it safe and secure.

- 1.3. The governing body will ensure that Christ Church CE Primary School has arrangements in place to safeguard and promote the welfare of pupils and will work together with other agencies to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.4. This policy applies to all children (i.e. those who have not yet reached their 18th birthday;) who are pupils at this school or who visit /come into contact with our school community.
- 1.5. This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

2. PURPOSE and AIM OF THIS POLICY

- 2.1. To promote and prioritise the safety and welfare needs of pupils.
- 2.2. To protect pupils from maltreatment and prevent the impairment of their health and development.
- 2.3. To ensure that pupils grow up in circumstances consistent with the provision of safe and effective care, enabling them to have the best outcomes in life.
- 2.4. To support pupils development in ways that will foster security, confidence, resilience and independence.
- 2.5. To provide an environment in which pupils feel safe, secure, valued, respected, listened to, and confident to approach trusted adults if they are in difficulties.
- 2.6. To raise the awareness of all teaching and non-teaching staff and volunteers of their responsibilities to safeguard children.
- 2.7. To ensure that all members of the school community respond to cases of suspected abuse or neglect consistently, sensitively, professionally and in ways which best support the needs of the child.

3. OUR ETHOS

- 3.1. Our pupils welfare is our paramount concern and we will always act in the best interests of the child.
- 3.2. We accept that where safeguarding and child protection are concerned – *'it could happen here.'*
- 3.3. We recognise the importance of providing a school environment where pupils feel safe and respected.
- 3.4. We encourage pupils to talk openly and to feel confident that they will be listened to.
- 3.5. We recognise that all adults within the school have a full and active part to play in protecting our pupils from harm and as such they will always exercise 'professional curiosity.'

- 3.6. We will work closely with parents and carers to ensure their understanding of the school's responsibilities to safeguarding and promote the welfare of their children, which may include the need to make referrals to other agencies in some situations.
- 3.7. We will work closely with other agencies to meet the needs of our pupils.

4. LEGAL FRAMEWORK

- 4.1. This policy and the accompanying procedures have been developed in accordance with the following legislation, statutory guidance and local safeguarding procedures:
- 4.2. **Section 175 of the Education Act 2002** places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.
- 4.3. **Section 157** of the same Act places the same duty on non-maintained and independent schools, including free schools and academies.
- 4.4. **Section 17 of the Children Act 1989** applies to children who have highly complex needs (for example a child with a disability;) or a child who may be experiencing compromised parenting and require Children's Social Care involvement to ensure their needs are met through a Child in Need Plan.
- 4.5. **Section 47 of the Children Act 1989** applies to children who are suffering or likely to suffer significant harm and require Children's Social Care involvement in order to ensure that they are protected from harm. A Child Protection plan is required which will be coordinated by a social worker.
- 4.6. **Section 10 of the Children Act 2004** requires all maintained schools, further education colleges and independent schools, including free schools and academies, to cooperate with the local authority to improve the well-being of children in the local authority area.
- 4.7. **Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children** (March 2015)
- 4.8. **Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges** (Sept 2016)
- 4.9. **Information Sharing** – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)
- 4.10. **What to do if You're Worried a Child is Being Abused** (March 2015)
- 4.11. **Stoke-on-Trent Safeguarding Children Board Procedures**
<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>

5. ROLES and RESPONSIBILITIES

- 5.1. **Designated Safeguarding Lead (DSL)** – This is the lead person with overall responsibility for safeguarding and child protection in our school. The DSL's responsibilities are described in **Appendix 1**.

- 5.2. The DSL is on our school's leadership team and their role as DSL is explicit in their job description. This person has the appropriate authority and is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so; and to contribute to the assessment of children.
- 5.3. **Deputy Designated Safeguarding Leads** - We have 2 **Deputy DSLs** to ensure there is appropriate cover for this above role at all times.
- 5.4. **Early Help Champion** - Our Early Help Champion is responsible for leading on, and supporting other staff to lead on, early help assessments and early help plans for children and their families requiring help and support that does not meet the threshold for involvement with Children's Social Care.
- 5.5. **Safeguarding Governor** – We have a nominated governor responsible for safeguarding who will champion good practice, liaise with the head teacher to provide support and challenge, ensure that safeguarding arrangements are audited and quality assured, and to provide information regarding safeguarding to the governing body.
- 5.6. **Manager for Dealing with Allegations** – The head teacher/principal is the person responsible for dealing with allegations of abuse made against school staff. The Manager for dealing with allegations against the head teacher is the chair of governors. The procedure for managing allegations is detailed in **Appendix 14**.
- 5.7. **Head Teacher / Principal** - will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 5.8. **The Governing Body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 5.9. **All staff members, governors, volunteers and external providers** understand their responsibility to safeguard and protect children, know how to recognise signs and symptoms of abuse and neglect, how to respond to pupils who disclose, and what to do if they are concerned about a child.

6. SUPPORTING CHILDREN and YOUNG PEOPLE

- 6.1. 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 helpless, humiliated and have some sense of blame. Our school may be the only stable, secure and predictable element in their lives.
- 6.2. In these circumstances, a pupils behaviour may range from that which is perceived to be 'normal' to behaviour which may be aggressive or withdrawn.
- 6.3. **Our school will support all pupils by:-**
- 6.4. ensuring the content of the curriculum includes social and emotional aspects of learning;

- 6.5. ensuring a comprehensive curriculum response to e-safety, enabling pupils and parents to learn about the risks of new technologies and social media and how to use these responsibly;
- 6.6. ensuring that child protection is included in the curriculum to help pupils stay safe, recognise when they do not feel safe, identify who they can talk to and where they can get help from;
- 6.7. ensuring access to a number of appropriate adults to approach if they are in difficulties;
- 6.8. building confidence, resilience and independence;
- 6.9. encouraging development of self-esteem and assertiveness while not condoning aggression or bullying;
- 6.10. ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability-based bullying, are considered under child protection procedures;
- 6.11. liaising and working together with other support services and those agencies involved in safeguarding children; and
- 6.12. monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

7. CHILD PROTECTION and SAFEGUARDING PROCEDURE

- 7.1. We have developed a structured procedure in line with Stoke-on-Trent Safeguarding Children Board Procedures which will be followed by all members of the school community in cases of suspected abuse. This is detailed in **Appendix 8**.
- 7.2. The name of the DSL is clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.
- 7.3. We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.
- 7.4. In line with the procedures, the Safeguarding Referral Team (SRT) will be notified as soon as there is a significant concern (or the relevant Children's Social Care Team if there is already a social worker involved).

8. RECORD KEEPING

- 8.1. All child protection and welfare concerns will be recorded and kept in line with the Stoke-on-Trent Safeguarding Children Board guidance.
- 8.2. We will continue to support any pupil leaving the school about whom there have been concerns, by ensuring that all appropriate information, including child protection and welfare concerns, are forwarded under confidential cover to the pupil's destination school as a matter of priority.

9. SAFER WORKFORCE and MANAGING ALLEGATIONS AGAINST STAFF and VOLUNTEERS

- 9.1. We prevent people who pose risks to children from working in our school by ensuring that we undertake safeguarding checks in line with the statutory guidance - *Keeping Children Safe in Education: September 2016*.
- 9.2. We ensure that agencies and third parties supplying staff provide evidence that they have made the appropriate level of safeguarding checks on individuals working in our school.
- 9.3. Every job description and person specification has a clear statement about the safeguarding responsibilities of the post holder.
- 9.4. We ensure that at least one member of every interview panel has completed safer recruitment training.
- 9.5. We have a procedure in place to handle allegations against members of staff and volunteers in line with *Keeping Children Safe in Education: Sept 2016* and *Stoke-on-Trent Safeguarding Children Board Procedure: Managing Allegations against Adults Working with Children and Young People*. This procedure is detailed in **Appendix 14**.

10. STAFF INDUCTION, TRAINING and DEVELOPMENT

- 10.1. All new members of staff, including newly-qualified teachers, teaching assistants and supply staff, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, and Part 1 of *Keeping Children Safe in Education: 2016*.
- 10.2. The induction will be proportionate to staff members' roles and responsibilities.
- 10.3. The DSL will undergo updated relevant safeguarding training every two years.
- 10.4. All staff members of the school will undergo level 1 face to face safeguarding and child protection training (whole-school training) at least every three years.
- 10.5. In addition to level 1 safeguarding training every 3 years, all staff will also receive annual safeguarding and child protection updates (for example via e-mail, e-bulletins, staff meetings; briefing sessions or training;) as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard pupils effectively. This may be provided by the DSL or other member of the senior leadership team.
- 10.6. Staff members who miss the whole-school training will be required to join another school's whole-school training or attend an 'open session.'
- 10.7. Governors will undergo face to face 'Introduction to Safeguarding for Governors' training, prior to or soon after appointment to the role.
- 10.8. We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

- 10.9. The school will maintain accurate records of staff induction, training and annual updates.

11. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

- 11.1. We recognise that all matters relating to child protection are confidential.
- 11.2. The head teacher or DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- 11.3. Staff members cannot promise a pupil to keep 'secrets' which might compromise their safety or well-being, or the safety and well-being of others.
- 11.4. All staff members have a professional responsibility to share information with other agencies in order to safeguard children, and the Data Protection Act is not a barrier to this.
- 11.5. All our staff members who come into contact with pupils will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 11.6. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in **Appendix 11**.

12. INTER-AGENCY WORKING

- 12.1. We will develop and promote effective working relationships with other agencies, including agencies providing early help services, as well as the police and Children's Social Care.
- 12.2. We will ensure that relevant staff members participate in multi-agency meetings, including early help meetings, child protection conferences and core groups.
- 12.3. We will participate in serious case reviews, other reviews and file audits as and when required to do so by Stoke-on-Trent Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

13. CONTRACTORS, SERVICE / ACTIVITY PROVIDERS and WORK PLACEMENT PROVIDERS

- 13.1. We will ensure that contractors and providers are aware of our school's safeguarding and child protection policy and procedures. We require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 13.2. We will seek assurance that employees and volunteers provided by these organisations and working alongside our pupils have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in*

Education: Sept 2016. If assurance is not obtained, permission to work with our children or use our school premises will be refused.

- 13.3. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement, along with the requirement for them to have undertaken safeguarding training appropriate to their role.

14. WHISTLE-BLOWING and COMPLAINTS

- 14.1. We cannot expect pupils to raise concerns in an environment where staff members fail to do so.
- 14.2. Therefore we will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 14.3. We have a Whistle Blowing Policy which is available to all staff.
- 14.4. We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.
- 14.5. We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

15. SITE SECURITY

- 15.1. All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting any issues or concerns that may come to light.
- 15.2. We check the identity of all visitors coming into school. Visitors are expected to sign in and out of the school and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- 15.3. The school will not accept the behaviour of any individual, (parent, professional or anyone else;) that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse that person access to the school site.

16. QUALITY ASSURANCE

- 16.1. We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.
- 16.2. We will complete a safeguarding audit of the school's safeguarding arrangements at frequencies specified by Stoke-on-Trent Safeguarding Children Board and using the audit tool provided by them for this purpose.

- 16.3. The school's senior leadership team and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

17. POLICY REVIEW

- 17.1. This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 17.2. The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

18. ASSOCIATED POLICIES and PROCEDURES

- 18.1. The following policies and procedures are relevant to the child protection and safeguarding policy and procedure.
- Anti-Bullying Policy
 - Attendance Policy
 - Behaviour Policy
 - Children Missing from Education Policy and Procedures
 - Complaints procedure
 - Drug and Alcohol Education Policy
 - E-safety Policy
 - Equalities Policy
 - First Aid Policy
 - Health and Safety Policy and other linked policies and risk assessments
 - ICT Acceptable Use Policy
 - Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges
 - Offsite Activities and Educational Visits Policy and risk assessments
 - Physical Education and Sports Guidance
 - Positive Handling and Physical Intervention Policy and Guidance
 - Premises Inspection Checklist
 - PSHEe Policy
 - Pupil Images Policy
 - Recruitment and Selection Policy and procedures
 - Sex and Relationship Education Policy
 - Social Media Policy
 - Special Educational Needs and Disabilities Policy
 - Spiritual, Moral, Social and Cultural Development Policy
 - Staff code of conduct/behaviour policy
 - Supporting Pupils with Medical Conditions