

SCHOOL VISION

Our school vision underpins every aspect of school life and our duty to safeguard and protect the welfare of all the children at Robert Peel.

At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve even when challenged.

Robert Peel's Designated Safeguarding Leads are Liesl Ganney – Headteacher, Mick James –Deputy Head and Kelly Page – SEND Administrator.

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 pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

1.3. Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.

2 OUR ETHOS

2.1 We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.

2.3 We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.

2.4 We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3 SCOPE

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years or for children with SEND up to the age of 25.

3.2 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.

3.3 Safeguarding and promoting the welfare of children is best defined as: 'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016))



We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

3.4 We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional wellbeing;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

4 THE LEGAL FRAMEWORK

4.1 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. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.



4.3 Under section 14B of the Children Act 2004, the Safeguarding Boards (Formerly Local Safeguarding Children Board) can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

4.4 We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following statutory guidance and local safeguarding procedures:

- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children – July 2018
- *Safeguard and Promote the Welfare of Children, March 2015*
- *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*
- *Disqualification under the childcare act 2006, March 2015*
- *Supervision of activity with children, September 2012*
- *Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)*
- *Equality Act 2010: Advice for Schools (DfE)*
- *Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)*
- *Information Sharing 2015 (HM Government)*
- *What to do if you're worried a child is being abused 2015 (HM Government)*
- *Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)*
- *School Inspection Handbook (Ofsted)*
- *The Prevent Duty: Department advice for schools and childcare providers (DfE)*
- *Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)*
- *Guidance for safer working practices (Safer Recruitment Consortium 2015)*
- *Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)*
- *Sexual violence and sexual harassment between children in schools and colleges (DfE)*
- *Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)*
- *Children Act 1989*
- *Education Act 2002*
- *Female Genital Mutilation Act 2003*
- *Sexual Offences Act 2003*
- *Children Act 2004*
- *Safeguarding Vulnerable Groups Act 2006*
- *Education and Inspections Act 2006*
- *Children and Young Persons Act 2008*
- *Childcare (Disqualification) Regulations 2009*
- *Police Act 1997 (Criminal Records) (No. 2) Regulations 2009*
- *School Staffing (England) Regulations 2009*
- *Equality Act 2010*
- *Education Act 2011*
- *Protection of Freedoms Act 2012*
- *Counter Terrorism and Security Act 2015*
- *Serious Crime Act 2015*
- *Data Protection Act 2018*

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children – July 2018' and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016)' as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.



5 ROLES AND RESPONSIBILITIES

5.1 The school's lead person with overall responsibility for child protection and safeguarding is Liesl Ganney (Headteacher) the Designated Safeguarding Lead (DSL). We have a deputy DSL to ensure there is appropriate cover for this role at all times. This is Mick James (Deputy Head). The DSL's responsibilities are described in Appendix A.

The DSL will be on our school's leadership team and their role of DSL will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

5.2 The school has a **nominated governor** responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body.

5.3 The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors. The procedure for managing allegations is detailed in Appendix B.

5.4 The **Headteacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

5.5 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.

5.6 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

The 2018 Working Together guidance highlights specifically that practitioners should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child.

5.7 Role of the Local Authority Designated Officer

The Local Authority Designated Officer will:

- ensure safeguarding procedures are correctly applied and implemented throughout the local authority;
- provide advice, information and guidance to personnel in the local authority;
- provide advice, information and guidance to families in the local authority;
- be responsible for updating the local authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations;



- work closely with Social Services, the Police, Health professional and all other agencies;
- be the key link to Social Services or the Police during and following formal investigations;
- monitor the progress of cases to ensure that they following the appropriate procedures;
- keep up to date with all changes in legislation;
- will be the local authorities Safeguarding Partner (Formerly Local Safeguarding Children Board).

5.8 Role of the Data Protection Officer

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws;
- manage internal data protection activities;
- ensure risk and impact assessments are conducted in accordance with ICO guidance;
- report data breaches within 72 hours;
- ensure individuals have greater control over their personal data;
- ensure that prior to the processing of an individual's data that:
 - the process is in line with ICO guidance;
 - the process is transparent;
 - the individual will be notified;
 - the notification is written in a form that is understandable to children;
 - when sharing an individual's data to a third party outside of school that details for the sharing are clearly defined within the notifications.
- share an individual's data where it is a legal requirement to provide such information;
- process all written subject access requests from individuals within 40 days of receiving them;
- have in place a formal contract or service level agreement with a chosen data processor who is GDPR compliant;
- ensure the secure disposal of redundant data and IT hardware holding data in compliance with ICO guidance;
- train school personnel;
- conduct audits.
- be the first point of contact for supervisory authorities and for individuals whose data is processed;
- keep up to date documentation of all data protection activities.
- work closely with the Headteacher and nominated governor;
- periodically report to the Headteacher and to the Governing Body;
- annually report to the Governing Body on the success and development of this policy.

6 SUPPORTING CHILDREN

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 some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.



6.3 Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

6.4 A child-centred approach to safeguarding is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

All practitioners should follow the principles of the Children Acts 1989 and 2004 - that state that the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

6.5 Children are clear about what they want from an effective safeguarding system. These asks from children should guide the behaviour of practitioners.

- Children have said that they need:
 - vigilance: to have adults notice when things are troubling them
 - understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
 - stability: to be able to develop an ongoing stable relationship of trust with those helping them
 - respect: to be treated with the expectation that they are competent rather than not
 - information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
 - explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
 - support: to be provided with support in their own right as well as a member of their family
 - advocacy: to be provided with advocacy to assist them in putting forward their views
 - protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

6.6 Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs. Special provision should be put in place to support dialogue with children who have communication difficulties, unaccompanied children, refugees and those children who are victims of modern slavery and/or trafficking. This child-centred approach is supported by:



- the Children Act 1989. This Act requires local authorities to give due regard to a child's wishes when determining what services to provide under section 17 and before making decisions about action to be taken to protect individual children under section 47. These duties complement requirements relating to the wishes and feelings of children who are, or may be, looked-after (section 22(4)), including those who are provided with accommodation under section 20 and children taken into police protection (section 46(3)(d))
- the Equality Act 2010, which puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. This applies to the process of identification of need and risk faced by the individual child and the process of assessment. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs
- the United Nations Convention on the Rights of the Child (UNCRC)3. This is an international agreement that protects the rights of children and provides a child-centred framework for the development of services to children. The UK Government ratified the UNCRC in 1991 and, by doing so, recognises children's rights to expression and receiving information

In addition to practitioners shaping support around the needs of individual children, local organisations and agencies should have a clear understanding of the collective needs of children locally when commissioning effective services. As part of that process, the Director of Public Health should ensure that the needs of children are a key part of the Joint Strategic Needs Assessment (JSNA) developed by the Health and wellbeing board. Safeguarding partners should use this assessment to help them understand the prevalence and contexts of need, including specific needs relating to disabled children and those relating to abuse and neglect, which in turn should help shape services.

7 CHILD PROTECTION AND SAFEGUARDING PROCEDURE

7.2 In line with the procedures, the Access and Referral Hub will be notified as soon as there is a significant concern.

7.3 The name of the DSL will be clearly advertised in the school.

7.4 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.

8 RECORD KEEPING

8.1 All child protection and welfare concerns will be recorded and kept in a secure place within the school. Access will be limited to the DSL and the Deputy DSL.

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, is forwarded under confidential cover to the pupil's new school as a matter of priority.

9 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

9.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*.

9.2 We will ensure that agencies and third parties supply staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. This information will be recorded on the school premises in the appropriate manner as outlined by the latest legislation.



9.3 We will ensure that at least one member of every interview panel has completed safer recruitment training.

9.4 We have a procedure in place to handle allegations against members of staff and volunteers in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*. This procedure is detailed in Appendix B.

10 STAFF INDUCTION, TRAINING AND DEVELOPMENT

10.1 All new members of staff, including newly-qualified teachers and teaching assistants, 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, *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, September 2016* and other related policies.

10.2 The induction will be proportionate to staff members' roles and responsibilities and will include an online module available through the LCSB CPD online.

10.3 The knowledge and skills of the DSL and his/her deputy/deputies will be updated at least annually, to ensure he/she keeps up to date with developments relevant to the role.

10.4 All staff members of the school will undergo live safeguarding and child protection training (whole-school training) which is regularly updated as required but at least annually. All governors must undergo governor specific online awareness training at least every two years.

10.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by completing online training or joining another school's whole-school training.

10.6 The nominated governor for safeguarding and child protection will undergo live Governor Services training prior to or soon after appointment to the role; this training will be updated every three years.

10.7 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.

10.8 The DSL will provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

10.9 The school will maintain accurate records of staff induction and training.

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 the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.

11.3 All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

11.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

11.5 All our staff members who come into contact with children 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 B.



11.7 We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We have a duty not to 'prevent, or limit, the sharing of information for the purposes of keeping children safe'. We are aware that legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.'

We have a duty to retain all data on the safeguarding file for a long period as it 'forms part of an important story that may be needed retrospectively for many years.'

12 INTER-AGENCY WORKING

12.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.

12.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

12.3 We will participate in serious case reviews, other reviews and file audits as and when required to do so. 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 AND 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 will 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 with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*. If assurance is not obtained, permission to work with our children or use our school premises may 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.

14 WHISTLE-BLOWING AND COMPLAINTS

14.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

14.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of 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.

14.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

14.4 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 concerns that may come to light.

15.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log which can be found outside the school office 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 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 the 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 an audit of the school's safeguarding arrangements at using the audit tool provided by the local authority.

16.3 The school's senior management 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 LINKED POLICES AND PROCEDURES

18.1 The following policies and procedures are relevant for the child protection and safeguarding policy and procedure.

- Administration of Medicines Policy
- Anti-Bullying Policy
- Attendance Policy
- Promoting Positive Behaviour Policy
- Children Missing from Education Procedures
- Complaints Policy
- E-safety Policy
- Equalities Policy
- Health and Safety Policy and other linked policies and risk assessments
- ICT Acceptable Agreement
- Educational Visits Policy
- Positive Handling Policy
- Teachers' Standards, Department for Education guidance available on [GOV.UK website](https://www.gov.uk)
- Sex and Relationship Education Policy
- Special Educational Needs and Disabilities Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff Handbook



19 OFSTED INSPECTIONS

To be prepared for an Ofsted inspection by ensuring safeguarding arrangements are firmly embedded into the vigilant culture of the school that will provide sufficient evidence for a successful Ofsted. Evidence that includes having in place:

- a clear and effective safeguarding and child protection policy;
- a school environment that is safe and secure;
- pupils who:
 - feel safe and secure;
 - know how to make a complaint;
 - can name a trusted adult;
 - feel safe from bullying and discrimination;
 - know how to manage risk.
- school personnel who:
 - are well trained and understand the indicators of all types of harm;
 - work as a team;
 - undertake annual refresher training;
 - know how to report concerns about pupils and the conduct of other adults;
 - have identified learners who may be vulnerable;
 - are sufficiently trained in online safety;
 - are trained to use de-escalation strategies;
 - know that all physical intervention incidents must be recorded, reported, monitored and reviewed;
 - will seek the views of the pupil after an incident of physical intervention;
 - are aware of the supervision arrangements of pupils whose safety and welfare are at risk.
- a system for reporting concerns immediately;
- an effective school personnel code of conduct policy;
- a system that deals with pupils absence from school;
- local procedures that deals with pupils missing from school;
- regular discussions with pupils to see if they feel safe and secure;
- an improvement plan based on the results of pupil: teacher discussions.

The role of the Designated Safeguarding Lead

1 MANAGING REFERRALS

1.1 Refer all cases of suspected abuse to the access and referral hub and to the Police if a crime may have been committed.

1.2 Liaise with the head teacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

1.4 Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.

2 RECORD KEEPING

2.1 Keep written records of child protection and welfare concerns.

2.2 Ensure a stand-alone file is created as necessary for children with safeguarding concerns.

2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns.



2.4 Ensure such records are kept confidentially and securely and separate from the child's educational record.

2.5 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to ISEND – Teaching and Learning Provision.

3 INTER-AGENCY WORKING AND INFORMATION SHARING

3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.

3.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4 TRAINING

4.1 Undertake appropriate training, **updated every two years with knowledge and skills updated as required but at least annually**, in order to be able

- to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- understand the assessment process for providing early help and intervention,
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

4.2 Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

4.3 Organise whole-school child protection training for all staff members at least **every two years and receive updates as required but at least annually**. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training.

4.5 Ensure the school allocates time and resources every year for relevant staff members to attend training.

4.6 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

4.7 Maintain accurate records of staff induction and training.

5 AWARENESS RAISING

5.1 Review the safeguarding and child protection policy and procedures annually and liaise with the school's governing body to update and implement them

5.2 Make the safeguarding and child protection policy and procedures available publicly on the schools website and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that ensue.



5.3 Provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

6 QUALITY ASSURANCE

6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).

6.2 Complete an annual audit of the school's safeguarding arrangements as provided by Central Bedfordshire Council

6.3 Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

APPENDIX B

1 DEFINITIONS

1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing 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.

1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (March 2015)* as:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

2 CATEGORIES OF ABUSE

2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:



- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.2 **Neglect** is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent 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
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.3 **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.

2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

3 SPECIFIC SAFEGUARDING ISSUES

3.1 School staff members need to be aware of specific safeguarding issues and be alert to any risks. This also includes specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, private fostering, etc., and the local procedures to respond to risks.

3.2 The government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website for advice on other issues.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence



- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation and the Prevent duty
- sexting
- teenage relationship abuse
- trafficking

3.3 Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of the 'chronology' will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-beingsexually-exploited>

Link to DFE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation. <https://www.gov.uk/government/publications/safeguarding-children-and-young-people-fromsexual-exploitation-supplementary-guidance>

3.4 Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.



Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to below.

The DFE Multi-Agency Practice Guidelines.

Guidelines for school, colleges and universities sets out how staff can make a difference; 'Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn.

They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Children who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage'

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-femalegenital-mutilation>

3.5 Further information on Preventing Radicalisation

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the Designated Safeguarding Lead who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent). Online general awareness training will also be provided by the Channel programme for all school personnel who provide support to those who have been identified as being vulnerable to being drawn into terrorism.

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance was updated further to reflect the implications of the Prevent duty, in March 2015 and updated again in July 2015.
<https://www.gov.uk/government/publications/prevent-dutyguidance>



The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already had Channel panels set up in their area.

Channel Training

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

You can complete a short general awareness course online here:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

The Department for education has published The Prevent duty

Departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-theprevent-duty>

3.6 Self-harm and suicidal behaviour

Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

3.7 Children Missing from Education

Robert Peel Primary School follows the Central Bedfordshire Local Authority guidance and procedures in Attendance Policy.

For further details contact the Team Leader for Access & Inclusion or equivalent at Central Bedfordshire Council.

3.8 Sexting

We will deal with all incidents of **sexting** that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'



We are committed in establishing and maintaining an **ethos** where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

To deal with all incidents of sexting by:

- meeting with the appropriate school personnel;
- meeting with the pupils involved;
- informing the parents unless by doing so will put the pupil(s) at risk;
- not viewing the imagery unless it is unavoidable;
- contacting social care or the police if the pupil is at risk of harm.
- to make school personnel aware of the increased number of cases of sexting among under-16 year olds and the damaging effects that it is having.
- to work with the teachers to ensure sexting becomes an important topic for discussion with pupils.

RECOGNITION – WHAT TO LOOK FOR

4.1 Staff members should refer to the detailed information about the categories of abuse and risk indicators.

4.2 In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

4.3 In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

4.4 Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

5 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

5.1 At our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

5.2 Safeguarding allegations

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:



- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

5.3 Examples of safeguarding issues against a pupil could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

5.4 Minimising the risk of safeguarding concerns towards pupils from other pupils. On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

5.5 What to do

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact the access and referral hub to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The Hub will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The Hub will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).



Where neither Children’s Social Care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

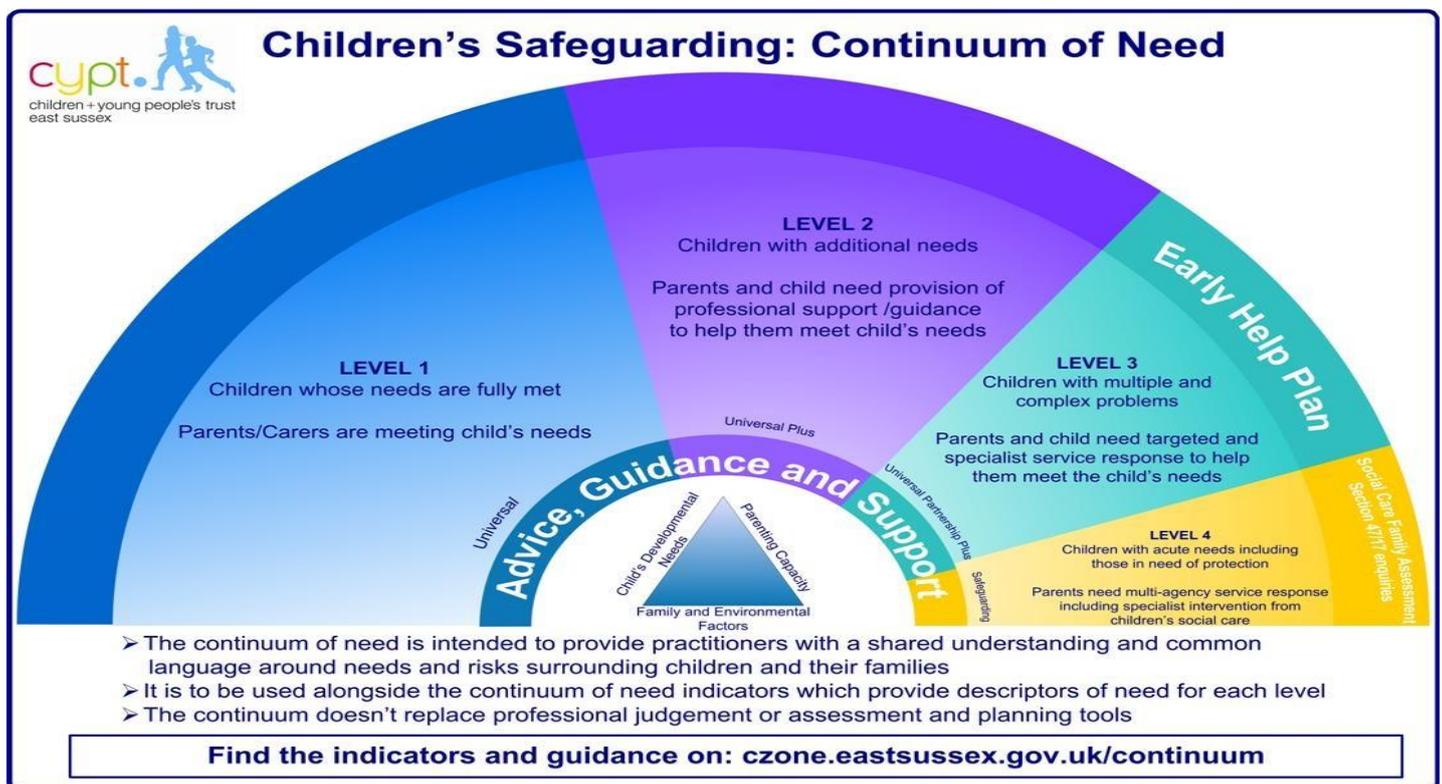
6 SAFEGUARDING CHILDREN CONTINUUM OF NEED

6.1 The Safeguarding Children Continuum of Need has been developed so that everyone working with children has a common language for understanding the needs and risks surrounding children and their families.

6.2 For example, if the school has concerns about a child and needs advice or support from a Duty and Assessment social worker, they will use the Continuum of Need as a guide to understand the school’s concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Continuum of Need does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners.

6.3 It is important that staff members are familiar with the Continuum of Need tool. It comes in two parts – a windscreen tool showing levels of need (see below) and an indicator tool describing a range of conditions about the child and family that the school (and other practitioners the school has discussions with) can use to identify their level of need.

6.5 The Continuum of Need shows that a child’s or family’s additional needs can be on a range from none to very high, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children’s Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.





6.6 The Continuum of Need identifies four levels of need.

Level 1:

- children who are achieving expected outcomes
- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

Level 2:

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
- extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school or college or NHS community services such as Health Visiting

Level 3:

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's needs
- needs are met through multi-agency support and the use of Early Help Plans

Level 4:

- children with acute needs, including those in need of protection
- children and parents need multi-agency responses which include specialist intervention from Children's Social Care through the family assessment process

6.7 By referring to the Continuum of Need and indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

7 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

Staff Member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ol style="list-style-type: none"> 1. Discuss your concerns with the DSL Liesl Ganney, or in their absence, with our Deputy DSL Mick James as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action. 2. Complete the cause of concern sheet and pass it to the DSL. 3. If the DSL or their deputies are not available, you should contact the Children's Social Care Access and Referral Hub yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.
Designated Safeguarding Lead	<p>1. You are concerned that the child is at risk of significant harm (Level 4 of the Continuum of need)</p> <ol style="list-style-type: none"> 1.1 Contact the relevant Access and Referral Hub immediately. 1.2 If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately. 1.3 If the Access and Referral Hub accepts your contact as a referral, send them a completed BIC 100 within 24 hours.



	<p>1.4 The Access and Referral Hub may decide, in discussion with you, that the child's needs are at Level 2 or 3 of the Continuum of Need and the school is better placed to provide support. See points 2.5 and 2.6 below for further action.</p> <p>1.5 Record all your discussions and decision-making on the expression of concern form and chronology sent by the staff member who contacted you originally. Add it and a copy of the Bic 100 to the child's file. If the child does not have a standalone child protection file, you will need to create one including a front sheet.</p> <p>Update or start the chronology. Continue to update the child's file and chronology as the investigation and the resulting work carry on.</p>
<p>Designated Safeguarding Lead</p>	<p>2. You believe the child is not at risk of significant harm, but the child or their family may need support (Level 2 or 3 of the Continuum of Need)</p> <p>2.1 Use the Continuum of Need tool to identify the level of need.</p> <p>2.2 Discuss your concerns with senior colleagues in another agency, if necessary.</p> <p>2.3 Contact the Access and Referral Hub for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child's needs and circumstances.</p> <p>2.4 If the Access and Referral Hub accepts your contact as a referral for social care assessment, send them a completed BIC 100 within 24 hours, as above.</p> <p>2.5 If your consultation results in the decision that the child and family are in need of help at Level 2 or 3 of the Continuum of Need, provide additional support in the school and/or refer the child or their family to other agencies providing early help services.</p> <p>2.6 Record all your consultations and decision-making on expression of concern form sent by the staff member who contacted you originally. Update or start the chronology and add referral letters and forms to the child's file; create a stand-alone file including a front sheet, if one does not exist. Continue to update the file, including the chronology, as work progresses.</p>

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection internal expression of concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.



9 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD

9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 If you make a decision not to discuss your concerns with the child's parents or carers this must be recorded in the child's child protection file with a full explanation for your decision.

9.3 It is important to consider the child's wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

9.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.

9.8 You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.

9.9 If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.

9.10 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

9.11 When you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when.

9.12 See section 11 below for guidance on information sharing and consent.

10 EARLY HELP FOR CHILDREN AND FAMILIES

10.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

10.2 Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children, July 2018* and local guidance, to any child who needs it.

10.3 We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

10.4 We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

10.5 Targeted early help services are aimed specifically at helping families with children and young people whose needs are at Level 3 on the Continuum of Need.



10.6 Our school will refer any child with needs at Level 3 on the Continuum of Need to a targeted early help service and work with the service in any early help planning they may undertake to support the child.

10.7 We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.

10.8 If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children's Social Care Access and Referral Hub in our area for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

11 CHILDREN'S-SOCIAL-CARE-LED RESPONSES TO CONCERNS ABOUT A CHILD

11.1 Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.

11.2 The evaluation of concerns and risks involve deciding whether:

- the child needs immediate protection and urgent action is necessary; or
- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
- the child is in need and should be assessed under section 17 of the Children Act 1989.

11.3 We will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.

11.4 We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.

11.5 We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Care.

11.6 We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning.

11.7 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.

11.8 We will ensure that we complete all actions allocated to us as part of the outcome focused plan, whether a child protection plan or a family support plan, in a timely way.

11.9 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

12 INFORMATION SHARING AND CONSENT

12.1 It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

12.2 The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.



12.3 We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

12.4 The General Data Protection Regulations are not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

12.5 We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

12.6 Be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.

12.7 Try to get consent from parents (or the child, if they have sufficient understanding¹) to share information, if possible. However, you do not need consent if you have serious concerns about a child's safety and well-being. If you decide to share information without consent, you should record this with a full explanation of your decision.

12.8 Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if:

- it would place a child at increased risk of harm; or
- it would place an adult at risk of serious harm; or
- it would prejudice a criminal investigation; or
- it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
- required by law or a court order to share information.

12.9 **Consent is not necessary** in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

12.10 **Consent is necessary**, for:

- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Access and Referral Hub.
- early help assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

12.11 If you are in any doubt about the need for seeking consent, get advice from the DSL or from the Children's Social Care Duty and Assessment Team.

12.12 Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

13 RECORD KEEPING

13.1 Good record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

13.2 Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.



13.3 All staff members, governors, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns are kept confidentially.

Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have the capacity to give or withhold their consent, unless there is evidence to the contrary.

13.4 The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

14 PROFESSIONAL CHALLENGE AND DISAGREEMENTS

14.1 Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.

14.2 We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated safeguarding lead, the head teacher, the chair of governors or with the Local Authority Designated Officer.

14.3 Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

14.4 If there are any professional disagreements with practitioners from other agencies, the DSL or the head teacher will raise concerns with the relevant agency's safeguarding lead.

14.5 If the school disagrees with the child protection conference chair's decision, the DSL or the head teacher will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

15 SAFER RECRUITMENT

15.1 Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

15.2 Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

15.3 All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*.

15.4 At least one member on every short listing and interview panel will have completed safer recruitment training. The head teacher is responsible for ensuring that safer recruitment training is kept up to date.

15.5 The head teacher and the nominated governor for child protection are responsible for ensuring a Single Central Record is in place, up to date and fulfils all statutory requirements that covers everyone who work in regular contact with children such as all:

- school personnel
- trainee teachers on salaried routes
- volunteers



- supply agency staff

The following information will be recorded for all school personnel, trainee teachers and volunteers:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a check of professional qualifications
- a check to establish the person's right to work in the UK
- checks on those who have lived or worked outside the UK

Additional information will be recorded for supply agency staff:

- name of the supply agency
- confirmation checks that the agency has done all of the above
- date when the confirmation was received
- DBS certificate for each supply person
- date when DBS certificate was received

Plus the supply agency will be contacted once the agency worker has arrived in order to verify that that 'is the same person that the agency has completed the vetting checks on'.

16 PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE MADE AGAINST SCHOOL STAFF MEMBERS AND VOLUNTEERS

16.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

16.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

16.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016 are adhered to and will follow the flow chart in Appendix C at the end of this document.

16.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.



16.5 The Headteacher or Chair of Governors will follow the flow chart in Appendix C. No member of staff or the governing body will undertake further investigations before receiving advice from the Hub or LADO.

16.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should follow the flow chart in Appendix C and make the appropriate contact direct.

16.7 Supporting people:

The school together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.

The head teacher will ensure that the child and family are kept informed of the progress of the investigation.

The Local Authority Designated Officer will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.

The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).

The School will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.

The head teacher will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

16.8 The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or The Personnel Advisory Team.

The school will renew DBS checks on school personnel every 5 years.

CONTACTS

- LA Safeguarding Partner (Formerly Local Safeguarding Children Board) - 0300 300 6676
- Children Missing From Education – Andrew Copperwheat, Head of Access & Inclusion 0300 300 6291;
- Nabila Boota, CME officer, 03003004953;
- Intake and Assessment - 0300 300 8585
- Local Authority Designated Officer (schools) - 0300 300 4833

WEBSITES

Central Bedfordshire LSCB. <http://www.bedfordshirelscb.org.uk/home>

Central Bedfordshire LADO. <http://www.centralbedfordshire.gov.uk/learning/schools/child-protection-and-safeguarding-children/default.aspx>

Children Missing from Education http://www.centralbedfordshire.gov.uk/schoolsportal/school-administration/access_inclusion.aspx



Keeping Children Safe

www.ceop.gov.uk

www.missdorothy.com

www.anti-bullyingalliance.org

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

www.ceop.org.uk/thinkuknow

www.childnet-int.org

www.kidsmart.org.uk



Appendix

Safeguarding Children – Expression for Concern

If you have concerns about a child, complete this form and discuss the concerns with the Designated Safeguarding Lead (DSL) as soon as possible (within one working day).

If a child has made a disclosure, do not promise to keep it a secret. Tell the Designated Safeguarding Lead (DSL) immediately and write down everything the child has told you.

Remember

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- clarify the information if necessary and record accurately
- try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened?’ rather than ‘Did x hit you?’ Using TED, Tell me, Explain to me, Describe to me
- 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 senior designated person
- reassure and support the person as far as possible
- explain what will happen next

If you are concerned about an injury e.g. a bruise, use a body map to identify the position and be specific about the size, and colour of the bruise or mark on the body.

Child’s Name:	Date:
Record the Concern / Incident factually using: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?	



Concern / Incident:

Staff member's name:

Signature:

Date passed on to DSL:

Action taken:

Outcomes:

Date:

Time:

Signature:



Logging concerns/information shared by others external to the school

(Pass to Designated Person)

Pupil's Name:	Date of Birth:
	Class/form:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc?
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Safeguarding Lead	
Name:	
Date and time:	



Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg Children's Social Care or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.



BODYMAP

(This must be completed at time of observation)

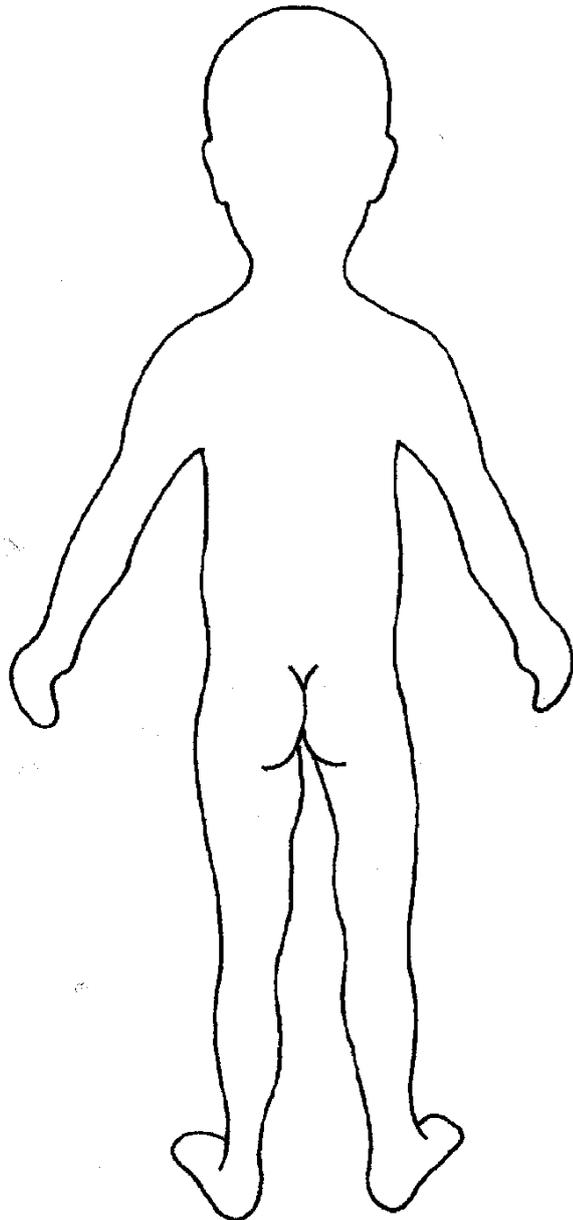
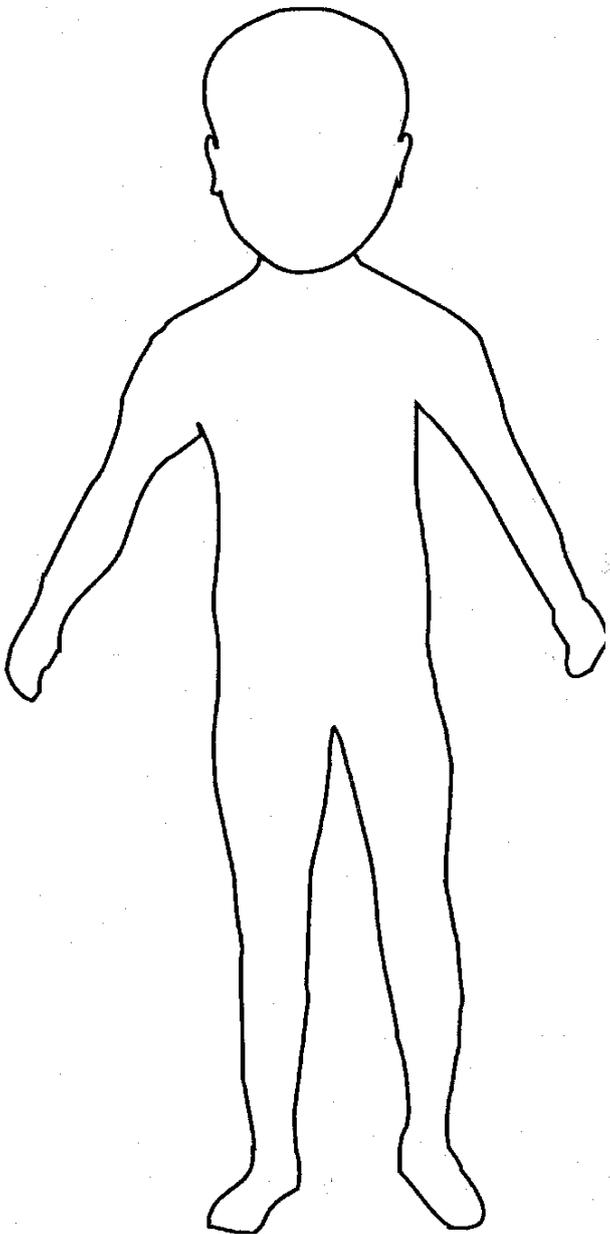
Name of Pupil: _____

Date of Birth: _____

Name of Staff: _____

Job title: _____

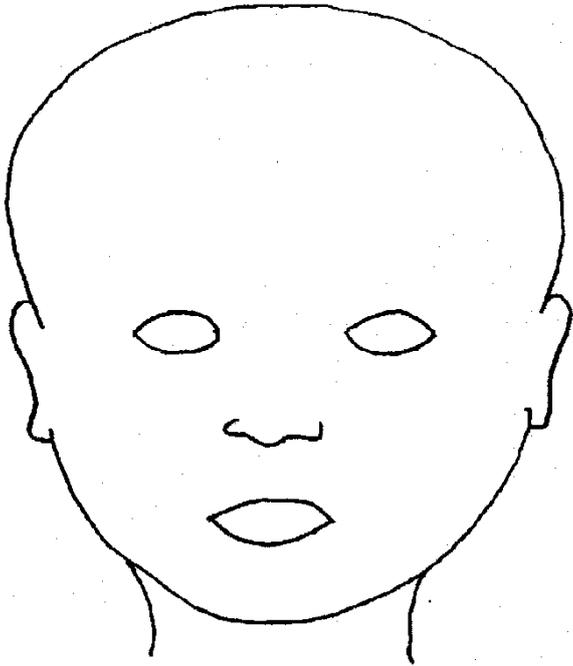
Date and time of observation: _____



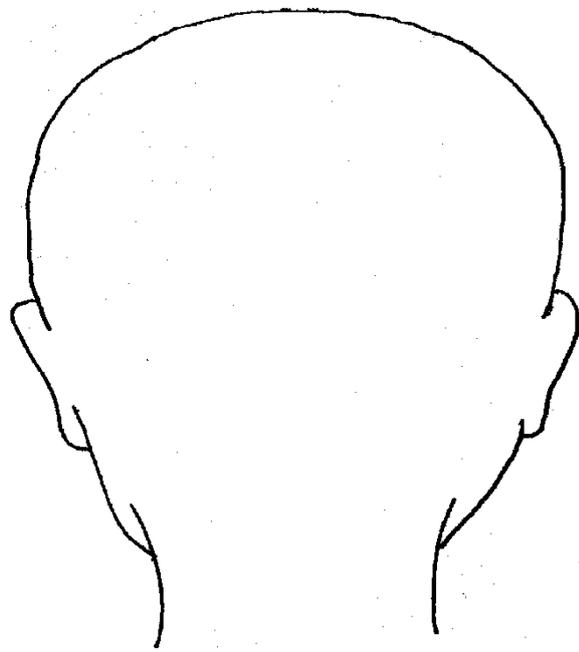


Name of pupil: _____

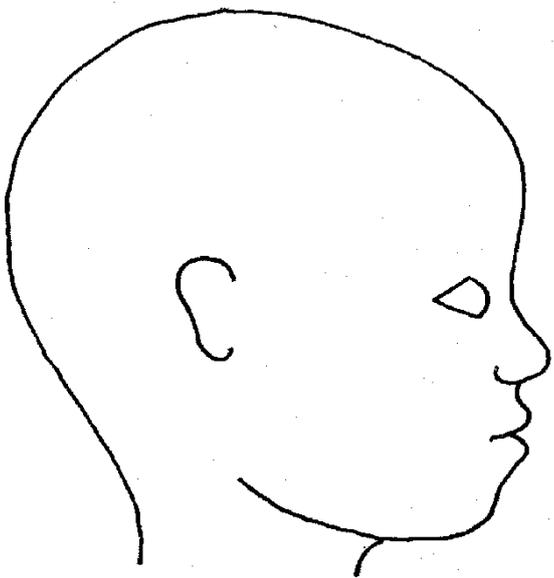
Date and time of
observation: _____



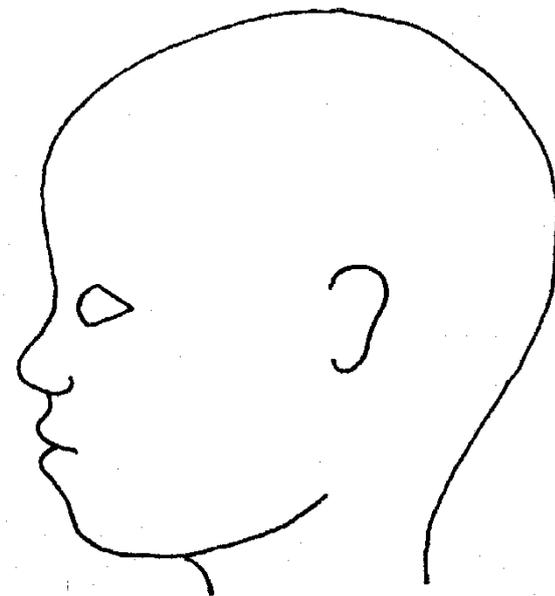
FRONT



BACK



RIGHT

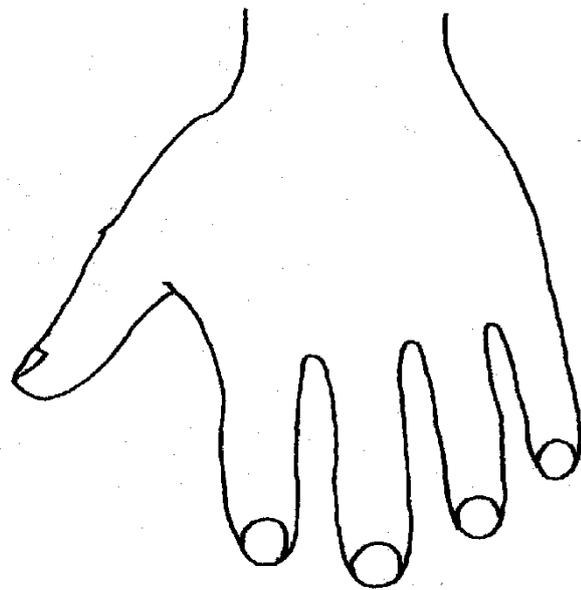
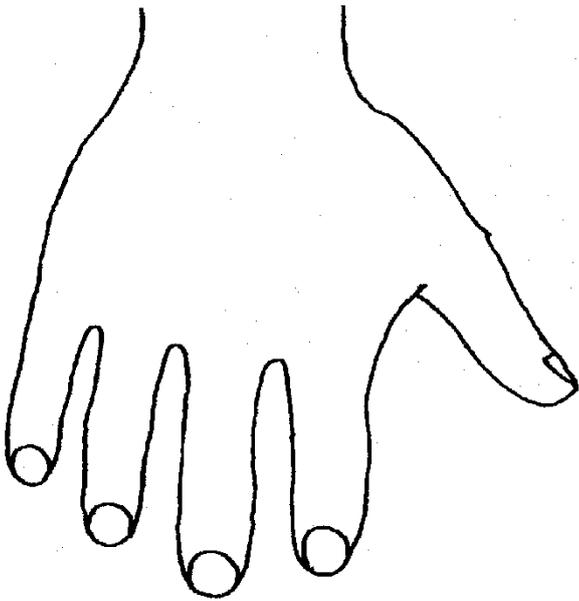


LEFT



Name of pupil: _____

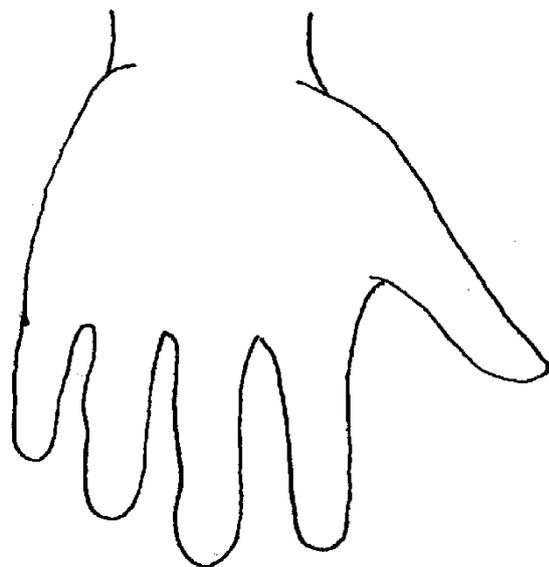
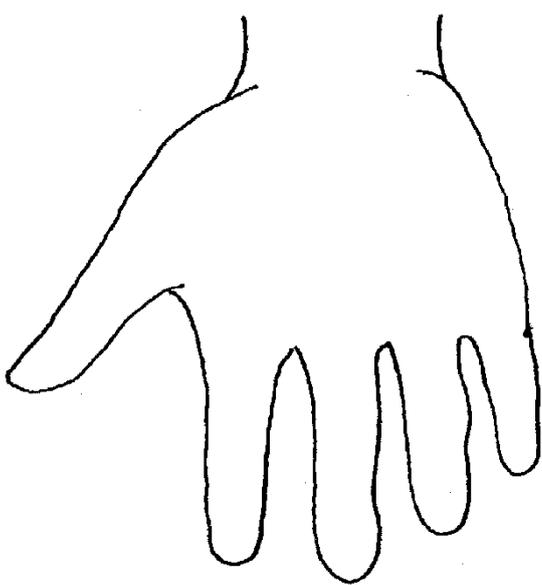
Date and time of
observation: _____



R

L

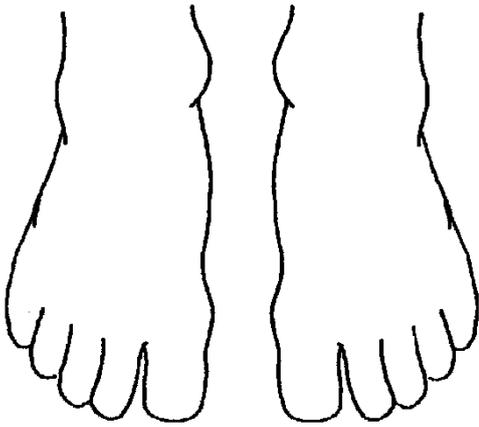
BACK





Name of Pupil: _____

Date and time of observation: _____



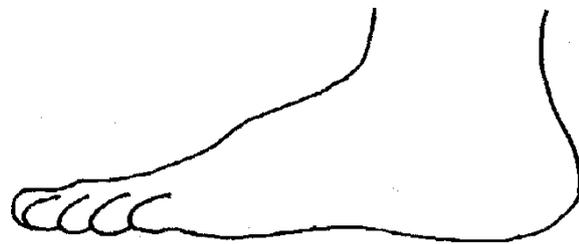
R TOP L

R BOTTOM L



R
INNER

L



R
OUTER

L

Printed Name,
Signature and Job
title of staff: _____

