

MANAGEMENT OF SAFEGUARDING

PART 2

Roles and Responsibilities

All staff will read and understand [Part 1 and Annex A KCSIE 2018](#) of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2018](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.

The areas include:

- Bullying including cyberbullying
- Children Missing Education Keeping Children Safe 2016 (Annex A)
- Children Missing Home or Care
- Child Sexual Exploitation – (CSE) & Keeping Children Safe 2016 (Annex A)
- Domestic Violence
- Drugs
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation (FGM) Keeping Children Safe 2016 (Annex A)
- Forced Marriage – Keeping Children Safe 2016 (Annex A)
- Gangs and Youth Violence
- Gender Based Violence/Violence Against Women and Girls (VAWG)

- Hate
- Mental Health
- Missing Children and Adult Strategy
- Private Fostering
- Preventing Radicalisation Keeping Children Safe 2016 (Annex A)
- Relationship Abuse
- Sexting - new guidance from DfE
- Trafficking
- Peer on Peer Abuse

Part 3 of this policy outline in more detail how staff are supported to do this.

- Please refer to the NSCB website for specific guidance on identification of neglect **NSCB Neglect Toolkit** including roles and responsibilities for interventions.

Please use the full suite of documents and guidance contained within the NSCB webpages - including the Neglect Screening Tool – **Neglect Screening Tool**

The Designated Safeguarding Lead (DSL)

Our DSL is Alison Allen

The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

head@weedonlois.northants-ecl.gov.uk/ St Loys 01327 860539/ Chacombe 01295 710500

When the DSL is absent, the Susie Addison will act as cover.

If the DSL and deputies are not available, John Moffit/ Safeguarding Director will act as cover (for example, during out-of-hours/out-of-term activities).

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

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children

- Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the head teacher informed of any issues, and liaise with Local Authority case managers and Designated Officers for child protection concerns as appropriate.

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

(*Paragraph 2 Keeping Children Safe in Education 2018.*)

The full responsibilities of the DSL are set out in their job description, **see Part 3 of this document.**

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at least annually.

The Head Teacher

The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable (Early years providers and primary schools)
- Making sure each child in the Early Years Foundation Stage is assigned a key person (Early years providers)

EMAT Directors

The Directors of EMAT will appoint a lead director to oversee Safeguarding across the schools of the Multi Academy Trust

The Safeguarding and Child Protection Director will:

- Agree with headteachers a Safeguarding and Child Protection Audit tool
- Receive details of each schools Safeguarding Team
- Receive from each school their Safeguarding and Child Protection training record, information will be collated into a EMAT wide overview
- Receive minutes from all school safeguarding committees
- Receive from each school safeguarding action plan following annual audit, and termly action plan update
- Receive and collate annual safeguarding action plan from each school to provide Directors with a MAT wide safeguarding overview, identifying strengths and weaknesses
- Ensure Safer Recruitment policy and practices are fully implemented across all schools in EMAT
- Meet regularly with headteachers from the MAT schools
- Will produce an annual MAT Safeguarding report

The Governing Board of Individual Schools

Governing Boards should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The governing board will appoint a senior board level (or equivalent) Governor Safeguarding Lead Jason Skyrme to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate (see appendix 3).

A Safe School Environment

Supporting Children

We recognise that a child who is abused, who witnesses violence or lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

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

Our school will support all children and young people by:

- Encouraging the development of self esteem and resilience in every aspect of life.
- Promoting a caring, safe and positive environment

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social care as soon as there is a significant concern
- Notifying Social Care when a child/young person attending the school is privately fostered
- Providing continuing support to a pupil who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school immediately.

Supporting Staff

- We recognise that staff working in the school who become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support staff by providing an opportunity to talk through their anxieties with The DSL and to seek further support.
- We have adopted a code of conduct for staff at our setting. This forms part of staff induction and is in the Staff Handbook.
- We recognise that our DSL should have access to support and appropriate workshops, courses or meetings.

Safer Working Practices

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)***.

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school/college's behaviour management policy for more information.

- All staff are in a position of power and trust and the age difference means that they are not friends with pupils.
- Staff behaviour must be professional at all times (including online communication). They must not act in any way which brings the school or professional into disrepute.
- Staff should not offer lifts outside agreed requirements of their role.
- Staff should not be in personal communication with pupils (or ex pupils) including texts, messaging, social media sites etc.

Out of school contact must be planned and agreed with senior staff and parents. Appropriate social contact will be easily recognised and openly acknowledged.

Children who have experienced abuse

Staff have a particular contribution to make in listening to children and young people who have experienced abuse. This should be valued and recognised, however it is understood that this work will only be carried out as part of an agreed plan and with a view to ensure it does not impact on any legal processes through which the child may be involved.

It is recognised that children who are abused or who witness domestic abuse may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and hold some sense of blame. School may be the only stable, secure and predictable element in the lives of children and young people who are at risk.

In line with Keeping Children Safe in Education Guidance, September 2018, we will endeavour to support children and young people through:

- Ensuring the content of the curriculum encourages self-esteem and self-motivation 🕒 The identification of a Designated Safeguarding Lead (See Appendix 1) 🕒
- Promoting an ethos of positive support and create a safe and secure environment for staff and students.
- Upholding the school behaviour policy, ensuring students are aware that whilst some types of behaviour are unacceptable, however they are valued and not blamed for any abuse that may have occurred
- Recognising that children and young people living in environments where there is domestic abuse, adult drug/alcohol misuse, adult mental health issues and/or criminality are vulnerable and may be in need of support and protection
- Monitoring the welfare of children and young people who are its students, keeping accurate records, and notifying Children's Social Care via the Multi Agency Safeguarding Hub (MASH) as soon as there is a child protection concern at level 4 in the Knowsley Model of Children in need.

Sharing Information

Sharing information is essential in working together to safeguard children. Professionals, agencies and services are required to share information securely:

- About children and their health and development in relation to exposure to possible abuse and neglect
- About parents who may not be able to care adequately and safely for children
- About individuals who may present a risk to children

Where there are concerns that a child is, or may be at risk of significant harm, the needs of the child must always come first; the priority must always be to protect the child. If there is any doubt about confidentiality, staff should seek advice from a senior manager or outside agency as required.

The Headteacher/Designated Safeguarding Lead will only disclose information about a student to other members of the staff team on a need to know basis.

In line with the HM Government Information Sharing: Guidance for practitioners and managers. Seven Golden Rules for information sharing, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role.

'Seven Golden Rules of Information Sharing', HM Government July 2018

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

All staff must be aware that they have a professional responsibility to share information securely with other agencies in order to safeguard children.

Safer Recruitment

A Robust School Recruitment and Selection policy - inclusive of safer recruitment guidance and regulation for example a Single Central Record which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.

- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2016 and Working Together 2015.
- The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the headteacher.

If you have concerns about the headteacher, speak to the chair of governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The headteacher/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

The DSL (or chair of governors, in the case of a concern about the headteacher) will also inform the designated officer for the local authority. (Independent schools where the headteacher is the sole proprietor)

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale. (Early years providers)

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

Local Authority Designated Officers

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates she/he would pose a risk of harm if they work regularly or closely with children

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

What school staff should do if they have concerns about safeguarding practices within the school or college:

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.
- Appropriate whistle blowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher or Principal. Where there are concerns about the Head Teacher or Principal, this should be referred to the Chair of Governors/Chair of the Management Committee/Proprietor as appropriate.

The Chair of Governors in this school is:

NAME: Paul Beswick

CONTACT NUMBER:

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: Julian Roberts

CONTACT NUMBER:

In the event of allegations of abuse being made against the Head Teacher, where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Designated Officer (formerly LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate make any referral via them.

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

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief

details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher. The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Designated Officer (formerly LADO):

Multi-Agency Safeguarding Hub: **0300 126 1000 (Option 1)**

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/who-is-who/designated-officer/>

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Designated Officer (formerly LADO) without delay.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Designated Officer inform the subject of the allegation.

Where a staff member feels unable to raise an issue with their employer/through the whistle blowing procedure or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them:

- Multi-Agency Safeguarding Hub: **0300 126 1000 (Option 1)**
- NSPCC whistle blowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285**– line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Allegations of abuse made against other children (peer on peer abuse)

Peer-to-peer abuse can take a range of forms (bullying, physical abuse, sexual abuse, online abuse, etc.)

Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to

physical or sexual abuse, have problems in their educational development and may have committed offences.

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children.

Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Dealing with Disclosures

If a student asks to speak to you about a problem do not **promise confidentiality but explain that it may be necessary to consult a colleague.**

Receive

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

React

- React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.
- Don't ask leading questions – keep the open questions e.g. 'is there anything else you want to say?'
- Do not criticize the perpetrator; the student may have affection for him/her.
- Explain what you will do next – inform a member of the safeguarding team, keep in contact.

Record

- If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.
- Try to record what was actually said by the student rather than your interpretation of what they are telling you.
- Record the date, time, place and any noticeable nonverbal behaviour.

Report

Report the incident to a member of the safeguarding team and do not tell any other adults or students what you have been told.

Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

Children with Special Educational Needs and Disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour; including for example: ADHD or other specific behavioural problems/diagnosis, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- Communication barriers and difficulties;
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased;
- A disabled child's understanding of abuse;
- Lack of choice/participation;
- Isolation.

Directory of Services for Children with Disabilities: [Specialist-support-for SEND](#)

Northamptonshire's Local Offer: [SEND Local Offer](#)

SCHOOL PROCEDURES

Please see Appendix 3: What to do if you are worried a child is being abused flowchart.

If our staff have any concerns about a child's welfare, they should act on them immediately

If staff have a concern, they should follow this child protection policy and speak to the DSL (or deputy).

Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment;
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Our staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 **the teacher must report** this to the police after informing the Designated Safeguarding Lead Person. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2016): Annex A for further details.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged. Actions where there are concerns about a child

- Refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): 0300 126 1000 (Option 1)
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk
- By using the online referral form found at:

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

- In an emergency outside office hours, contact children's social care out of hours team on 01604 626938 or the Police
- If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

We recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Most cases of pupils hurting other pupils will be dealt with under the schools behaviour policy but this child protection and safeguarding policy will apply to any allegation that raises safeguarding concerns. This might include where the alleged behaviour:

- Is serious and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, domestic abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Guidance on responding to and managing sexting incidents can be found at: [Sexual violence and sexual harassment between children in schools and colleges.pdf](#) [Sexting In Schools FINAL Jan17.pdf](#)

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy)

RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the Police).
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Timely information sharing is essential to effective safeguarding
- Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm

Staff Training

All staff and governors receive Safeguarding & Child Protection training which raises their awareness of processes and procedures agreed by the Local Safeguarding Children Board (LSCB).

Training covers areas such as:

- Awareness Raising
- Signs and Symptoms
- Internet Safety

- Prevent
- Other appropriate Safeguarding / CP courses

Staff are trained to ensure that they are able to identify incidents that are a cause for concern and incidents that pose an immediate danger or risk of harm to children, along with the appropriate safeguarding procedures to follow.

Newly appointed staff receive Safeguarding training within the induction programme and attend specific courses facilitated by the Local Authority (e.g. NQT's).

Staff also undertake Safeguarding E-learning courses promoted by the LSCB.

The DSL & DDSL's receive new and refresher Safeguarding & CP training on an annual basis including LSCB facilitated courses and nationally recognised on-line courses (e.g. Prevent).

The Head Teacher, senior leaders and some members of the Governing Body have completed Safer Recruitment & Vetting training.

Staff will receive Safeguarding & CP training in their School induction.

All staff members should receive appropriate safeguarding and child protection training which is annually updated.

COMMUNICATION WITH PARENTS/CARERS

St Loys CEVA Primary Academy will ensure the Child Protection Policy is available publicly either via the school or college website or by other means.

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Useful Links:

[NSCB](#)

[NSCB Schools](#)

[NSPCC0808 800 5000](#)

[Childline:0800 1111](#)

[Child Exploitation and Online Protection \(CEOP\):0870 000 3344](#)

Online safety training and advice contact: Onlinesafety@northamptonshire.gov.uk

Online safety policy examples: [Online safety policy examples](#)

[Inspecting Safeguarding In the Early Years August 2018: Inspecting-safeguarding-in-early-years-education-and-skills](#)

[Early Years Foundation Stage Statutory Framework: Early Years Foundation Stage Statutory Framework](#)

School Safeguarding Folder

Annual Safeguarding Audit and Action Plan

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures.

APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2018)

Part One: Information for all school and college staff

Annex A: Further information

KEEPING CHILDREN SAFE IN EDUCATION (DfE 2018)

KCSIE 2018 Part 1

It is essential that all staff have access to this online document and read Part 1 and Annex A, which provides further information on:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

It is highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

APPENDIX 2: DECLARATION FOR STAFF
Child Protection Policy and Keeping Children Safe in Education (DfE 2016)

School/College name Academic Year

Please sign and return to(DSL) by<insert date>.....

I, _____<insert name>_____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The School/College's Child Protection Policy
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance, 2018

<Please insert any other relevant documentation/guidance for your school/college>

I am aware that the DSLs are:

.....
.....
.....
.....

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the staff room and school office or electronically from the head teacher

Signed _____ Date _____

APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay.

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 0300 126 1000 (Option 1)

