

Evolve Multi Academy Trust E-MAT

Child Protection and Safeguarding Policy

In line with 'Keeping Children Safe in Education 2018'

Boddington CE, Chacombe CEVA, Culworth CE and St. Loys Primary Academies recognise their responsibility for safeguarding and child protection.

The policy must be reviewed and updated at least every 12 months.

December 2018

Signed

CHAIR OF GOVERNORS

HEAD TEACHER

Next review December 2019

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PART 1

SAFEGUARDING INFORMATION FOR ALL STAFF

WHAT ALL SCHOOL MEMBERS SHOULD KNOW AND DO

EVOLVE Multi Academy Trust (EMAT) Safeguarding Statement

“A Child centred and coordinated approach to safeguarding

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- Keeping Children Safe in Education” 2018
- “Working Together to Safeguard Children 2018”
- “Framework for the Assessment of Children in Need and their Families”, NCC
- “What to do if you are worried a Child is being Abused”
- Information sharing
- Northamptonshire Safeguarding Children Board Procedures(LSCBN) particularly “Thresholds and Pathways”.

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

Evolve MAT takes seriously its responsibility under Section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure that adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Children Safe in Education, 2018, Paragraph 4,5

Our schools should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

Within this policy, the understanding in that some children, including children with special education needs and disabilities, can be particularly vulnerable to abuse and neglect. It is understood that:

... “additional barriers can exist when recognising abuse and neglect in this group of children. This can include,

- Assumptions that indications of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being prone to more peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

Children Safe in Education, 2018, Paragraph 107

As part of this safeguarding and child protection policy, and in accordance with Keeping Children Safe in Education, September 2018 we will,

- Promote and prioritise the safety and welfare of all children and young people
- Ensure everyone, staff, pupils and parents understand their roles and responsibilities in respect of safeguarding and child protection
- Ensure all staff had read Part 1 of this document and have completed a signed record to say they have done so
- Ensure everyone has appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- Ensure in the event of incidents/concerns of abuse, appropriate action is taken, and support provided to the individual/s who raise the concern
- Ensure that confidential detailed and accurate records of all safeguarding and child protection are maintained and securely stored
- Prevent the employment / deployment of unsuitable individuals
- Help protect children and young people from exploitation including radicalisation, sexual and criminal (county Lines)
- Ensure robust safeguarding arrangements and procedures are in operation in school

A Safe school culture

Effective child protection processes and procedures in schools are embedded as part of a safer school culture. To establish and maintain an open and safer culture we will:

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk and they feel listened to
- Ensure children and young people know there are adults in school they can talk to if they are worried
- Ensure that within the curriculum children and young people are taught skills they need to recognise and stay safe from all kinds of harm, and exploitation
- Ensure that children and young people who may be particularly vulnerable, such as SEN and disabilities are supported
- Ensure that children and young people that English as an additional language have access to support and information that is clear, accessible and in their preferred language

In particular this policy should be read in conjunction with the school's:-

- Safer Recruitment Policy,
- Behaviour Policy,

- Physical Intervention Policy,
 - Anti-Bullying Policy,
 - Code of Conduct/Staff Behaviour Policy,
- Online Safety Policy and ICT Acceptable Usage Policy

St Loys CEVA Primary Academy Safeguarding team

Headteacher: Alison Allen

Designated Safeguarding Lead (DSL): Alison Allen

Assistant Designated Safeguarding Lead (ADSL): Susie Addison

Chair of Governors: Paul Beswick

Safeguarding Governor: Jason Skyrme

EMAT Safeguarding Director: John Moffit

What school staff need to know

Definition of abuse

Children have been abused or are at risk of abuse when the basic needs of the child are not being met through acts of either commission or omission. Types of abuse and neglect are:

- **Physical Abuse**
- **Emotional Abuse**
- **Sexual Abuse**
- **Neglect**

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience and training, however **all** members of staff should be alert to the possible signs of abuse. For full details of definitions, please see **Part 3, Definitions and Identification, Flowcharts, Roles and responsibilities, Job descriptions** of this document

In line with Keeping Children Safe in Education 2018, the definition of safeguarding for this document is as follows:

- Protecting children from maltreatment;
- Preventing the impairment of children's health and development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and,
- Take action to enable all children to have the best outcomes

Children Safe in Education, 2018, Paragraph 4

All our staff members are aware of the systems within our school which support safeguarding, these are explained to them as part of their induction and include:

- This Child Protection and Safeguarding Policy
- The staff code of conduct (Staff Handbook)
- The role of the Designated Safeguarding Lead (DSL)
- Keeping Children Safe in Education, 2018 - Part 1
- Whistleblowing Policy
- Managing allegations about staff or volunteers
- What to do if they have a concern about a child

This documentation can be found in the Safeguarding and Child Protection folder located in the staffroom.

All school staff members are aware of the signs of abuse and neglect so they are able to identify children who may be in need of help or protection (see Part 3 of this policy for the definitions and signs)

All staff are made aware of the early help process, and understand their role in this. This includes staff being able to identify emerging problems, liaising with our designated safeguarding lead (and safeguarding team), sharing information with other professionals to support early identification and assessment and, in some cases, where appropriate, acting as the lead professional in undertaking any early help assessment.

All staff are aware of the process for making child protection referrals to social care and statutory assessments that may follow, under the Children Act 1989, they also understand the role that may have to play in such assessments.

All staff know what to do if a child tells them he/she is being abused or neglected.

DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.

What school staff should look out for

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Children Safe in Education, 2018, Paragraph 47

Staff members at our school are advised to maintain an attitude at all times of **“it could happen here”** where safeguarding is concerned.

All members of staff should familiarise themselves with the definition of concern to be found in **Part 3, Definitions and Identification, Flowcharts, Roles and responsibilities, Job descriptions** of this document. They include:

Abuse and Neglect	Sexual Abuse	Exploitation
Mental Health problems	Risk of substance abuse	Risk of travelling to conflict zones
Risk of Female Genital Mutilation		Risk of forced Marriage
Domestic Abuse	Child Exploitation	Radicalisation
Sexting / Youth Produced Sexual Imagery		Peer on Peer Abuse
Child on Child Sexual Violence and/or Harassment		Extremism

SPECIFIC SAFEGUARDING ISSUES

Children Missing Education – all staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include:

Abuse and Neglect	Sexual Abuse	Exploitation
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Mental Health problems	Risk of substance abuse	Risk of travelling to conflict zones
Risk of Female Genital Mutilation		Risk of forced Marriage

Every effort should be made to contact the child and their family. After 10 days if the child is still missing from education, the school should inform the Local Authority CME officer and the local CME procedures followed.

Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Children Safe in Education, 2018, Paragraph 35

What school staff should do if they have concerns about a child

Supporting children and their families when dealing with safeguarding issues

In order to support students and their families when dealing with safeguarding and potential child protection issues, school staff will:

- Undertake discussions with the parents to gain consent to share information prior to the involvement of another agency unless this may put the child at increased risk of significant harm
- Ensure parents have a clear understanding of the duty placed on school staff with regards safeguarding and child protection concerns
- Ensure that parents are aware of the intention to make a referral into Children’s Social Care via the MASH, unless to do so may put the child at increased risk of significant harm.

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

If staff members have any **concerns** about a child, where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children’s social care. Options will then include:

- **Managing any support internally** via the school’s own pastoral support process
- **An early help assessment for multi-agency support**, this is not a substitute for Tier 4 Social Care threshold
- **A referral for statutory services**, for example as the child might be in need, is in need or suffering or likely to suffer harm

Early Help offer

- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to the teenage years.

Children Safe in Education, 2018, Paragraph 7

Any child may benefit from early help, but all should be particularly 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 statutory education, health or 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;
- Is frequently missing/goes missing from care or home;
- In misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstances presenting challenges for the child, such as abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs.

If early help is appropriate the designated safeguarding lead will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as a lead professional. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services if the child's situation does not appear to be improving.

Early Help Links:

- Follow this link: [Early Help](#) to access Northamptonshire's information and support for professionals regarding Early Help.
- The Early Help Strategy Link: [Early Help Strategy](#)

Early Help Co-ordinator Link: [Early Help Co-ordinators](#)

Safeguarding referrals

For further information please refer to Part2, Safeguarding Management, of this document

Multi Agency Safeguarding Hub (M.A.S.H.)
- **Customer Service Centre 0300 126 1000**
- Mash@northamptonshire.gcsx.gov.uk

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who have concerns about a child's welfare following contact with the Customer Service Centre. It makes the process of dealing with referrals quicker and more effective by improving the way: Children's social care, Northamptonshire Fire and rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

The MASH also has Early Help Co-ordinators to support agencies with advice and guidance where a referral is made (but it is not Tier 4 Social Care thresholds)

Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

Statutory Safeguarding referrals must be made in one of the following ways:

- 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

Records, Monitoring and Transfer

Well kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within school. 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.

Child Protection records are reviewed. This includes monitoring patterns of complaints or concerns about individuals and ensuring that these are acted upon.

When children transfer school, copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a DSL in the receiving school with any necessary discussion or explanation and to obtain a signed and dated record of the transfer.

In the event of a child transferring to an out of area school and a physical handover is not possible then the most secure method of transfer should be found to send copies of the confidential records to a named DSL by registered post and original documents kept (until child reaches 25 or 75 if the child is a looked after child).

Files requested by other agencies, e.g. Police, should be copied and shared as appropriate.

Site Security

Each school to describe to staff their school site procedures to ensure children's safety. This is made clear to staff on induction, reviewed at the beginning of each school year or when any procedures change, for example end of day exits or door codes.

What school staff should do if they have concerns about another staff member

If our staff members have concerns about another staff member then this must be referred to the headteacher.

Where there are concerns about the headteacher this should be referred to the Chair of Governors, allegations should be reported directly to the designated officer(s) at the local authority (LADO).

Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

Full details can be found in **Part 2, Management of Safeguarding** of this guidance.

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

All our staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team.

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

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline, **0800 028 0285**, 8.00 – 8.00. Monday to Friday,
Or email: help@nspcc.org.uk

Other school policies linked to this safeguarding policy

Behaviour management

Emergency Plan / Critical Incident
Anti – bullying
Restraint, Positive handling
Special educational Needs
Educational visits
Whistle Blowing
Allegations made against staff / volunteers
Induction

First Aid

Administration of Medicine
Health and safety
Relationships and Sex Education
Intimate Care
E- Safety
Safer Recruitment
Photography
Staff handbook

Useful Links:

[NSCB](#)

[NSCB Schools](#)

[NSPCC](#) 0808 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](#)

DECLARATION FOR STAFF

School name Academic Year

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

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

I am aware that the DSLs are:

Alison Allen

Susie Addison

and I am 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 office.
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Signed _____ Date _____

