



Saint Andrew's Church of England Primary School

Child Safeguarding/Protection Policy 2017

1.0 Principles

- 1.1 This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989.
- 1.2 All action is taken in line with the following legislation/guidance:
 - South West Child Protection Procedures (SWCPP), www.swcphp.org.uk,
 - Section 175 Children Act 2002
 - Keeping Children Safe in Education: Schools and Colleges 2017
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
 - Working Together to Safeguard Children 2015
 - What to do if you're worried a child is being abused 2006
 - Safeguarding Children and Safer Recruitment in Education 2007
<https://www.education.gov.uk/consultations/downloadableDocs/Safeguarding%20Children%20Guidance.pdf>
 - Local Safeguarding Children Board Guidance
<http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection/local-safeguarding-children-board>
- 1.3 We will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and the Local Authority (LA).
- 1.4 Our policy applies to all staff, governors/proprietors and volunteers working in the school.
- 1.5 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.
- 1.6 As part of the ethos of the school, the staff and governors are committed to:

- ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children¹; http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/single_central_record_guidance.pdf

- ensure we have a Designated Safeguarding Lead (DSL) for Safeguarding/child protection and a Deputy DSL who has received appropriate training and support for this role (Sue East, Jayne Rochford-Smith and Tamsin Stephen)

- ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct;

- establishing and maintaining a safe school environment, where all pupils feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;

- supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection plan;

Listening to and supporting pupils through interactions with trained staff and through referrals and work with other agencies eg Brighter Futures, School Nurse

(See also school Inclusion Policy and Behaviour Policy)

- including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;

- ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect and know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2017 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements;

- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;

- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;

- Through PSHE and circle times, and through delivery of our curriculum, including our values curriculum, children will be taught to always share worries and concerns with a member of staff, taught about the differences between acceptable and unacceptable behaviours, the importance of keeping themselves safe, both online and off, the importance of being able to recognise and regulate their emotions and emotional responses to a variety of events, and taught about the building blocks we need (securities) in order to flourish.

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Escalation Policy

The school will use the LA Escalation Policy on the SWCPP – see Appendix 1 – where there is professional disagreements which need to be resolved in relation to the safety and well being of children.

- encouraging and supporting parents/carers, working in partnership with them.

- 1.7 The school recognises that it is an agent of referral and not of investigation.
- 1.8 The child protection policy should be read in conjunction with other relevant policies and include definitions of abuse *including those in Keeping Children Safe In Education 2016*). The policy also related to:

- Safer Handling and the Use of Reasonable Force

¹ Please refer to the South West Child Protection procedures for further information on safer recruitment. <http://www.online-procedures.co.uk/swcpp/contents/safer-recruitment/>

- Anti-bullying
- Homophobic bullying
- Child Sexual Exploitation
- Female Genital Mutilation
- Children in Care
- Radicalisation
- Children Missing from home and education
- Anti-racism
- Health and Safety
- Behaviour
- Exclusions
- Equal Opportunities
- PHSE
- Internet Safety
- School Security
- Educational Visits
- Medical Needs
- First Aid
- Lone Working
- Use of social media/policies regarding staff not using IT for any personal use
- Whistle Blowing
- Recruitment
- Escalation/Resolution policy

Types of Abuse

Neglect: is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger

- Ensure adequate supervision (including the use of inadequate care givers)
- Ensure access to appropriate medical care or treatment.

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

Physical abuse: may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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. The activities may involve physical contact, including penetrative (e.g. rape, anal or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond the child's developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

2.0 Procedures for Referral

- 2.1 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (*Sue East*) or if unavailable to the Deputy Designated person (*Jayne Rochford-Smith* or *Tam Stephen*). In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.
- 2.2 The Designated Safeguarding Lead will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone **01225 396312/313** or the Emergency Duty Team **01454 615165**.

- 2.3 Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the form marked C2 within a maximum of 48 hours, ideally 24 hours.
- 2.4 Essential information will include the pupil's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.
- 2.5 The referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the CAFAIT team. **If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker.** The relevant Social Worker will advise the school when, and by whom, parents will be informed.
- 2.6 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- 2.7 Referrals for Alleged Perpetrators of Sexual Abuse – Where a pupil is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator. The CAFAIT will advise whether or not a C2 needs to be completed by the school.

3.0 Alleged Abuse by Staff

- 3.1 The school will follow the LSCB Managing Allegations Protocol available on LSCB website http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/managing_allegations_against_staff_or_volunteers_who_work_with_children.pdf and The Hub and the South West Child Protection Procedures for managing allegations against staff. Maintained schools will contact the Senior Human Resources Consultant adviser for consultation as soon as an allegation is made on telephone **01225 394490** (or one of the other Senior HR Consultants).
- 3.2 If unable to contact the above, the school will contact the Local Authority Designated Officer (LADO) on **01225 396810** or, in the LADO's absence, Head of Safeguarding and Quality Assurance 01225 396339. **The LADO must be notified within one working day.**

- 3.3 The LADO will co-ordinate the next steps, record notes and advise on the appropriate action to be taken.
- 3.4 If staff have a concern about another member of staff then this should be referred to the Head teacher or Principal. Where there are concerns about the Head Teacher, they should be referred to the chair of Governors or Proprietor.
- 3.5 The Chair of Governors will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations against the Head Teacher', and contact the Senior H R Consultant for consultation (Or one of the other Senior HR Consultants) An allegation must not be discussed with the alleged perpetrator or other members of staff/governors, unless advised to do so by a LA designated officer. *Schools must be clear they are following the revised guidance in Keeping Children Safe in Education 2017.*
- 3.6 The school is legally obliged to make a referral to the Disclosure and Barring Service (and NCTL for teachers) if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children
- 3.7 The school has a code of conduct in place, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document. (Guidance for Safer Working Practice for Adults who work with Children and Young People).

4.0 Record Keeping

- 4.1 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the designated person for child protection. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.
- 4.2 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
- 4.3 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to CAFAIT consideration should be given to the appropriateness of completing a CAF and making a referral for a Team Around the Child meeting.

- 4.4 All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and must be kept separate from other records.
- 4.5 A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.
- 4.6 The quality of child protection records will be monitored by the Head teacher.
- 4.7 Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Head Teacher or designated person for child protection will also telephone the Head Teacher or designated person for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred.
- 4.8 The school will refer to the NSPCC document entitled Records Retention and Storage. http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/records_retention_and_storage_pdf_wdf52858_0.pdf

5.0 Parental Involvement

- 5.1 This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils.
- 5.2 Parents/carers will be made aware of the school's child protection policy via the school prospectus and initial meetings with parents of new pupils. Parents will also be made aware of how they can access the full child protection policy.
- 5.3 Concerns will be discussed with parents/carers. Where a referral is needed, the designated person should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. However, a lack of agreement should not stop a referral going ahead.

6.0 Training

- 6.1 Governors must ensure that all staff read and are familiar with Part One: Safeguarding Information for all staff (page 5) in Keeping Children Safe in Education 2016. Governors will also ensure that all staff understand and discharge their responsibilities as set out on Part One of this Guidance.

- 6.2 The Designated Safeguarding Lead and their Deputy must receive **multi-agency** child protection training every 2 years. (minimum as set out by the LSCB and refresher requirements set nationally i.e. every 2 years) and undertake refresher training on specific issues as required.
- 6.3 All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years (minimum).
- 6.4 In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 6.5 Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the Designated Safeguarding Lead.
- 6.6 The Designated Safeguarding Lead will have undertaken Trainer the trainers Course and will induct new staff/volunteers to ensure they are aware of the CP practices,policies and codes of behaviour within the school and ensure they receive appropriate training
- 6.7 In addition to the formal training for DSLs and their deputies, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role. Now covered in 6.2
- 6.8 Training records must be kept up to date by schools, recording the date, focus and level of training received by individuals.
- 6.9 Training is available from the Local Safeguarding Children Board and all schools <http://bathnes.learningpool.com>

7.0 The Role of the Governing Body

- 7.1 The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in any" Safer Recruitment in Education Guidance" and Keeping Children Safe in Education 2016.
- 7.2 The school will complete the school safeguarding annual audit, in partnership with the designated Governor for Safeguarding. A copy of this report must be sent to the Head of Safeguarding on completion.
- 7.3 The governing body will ensure that weaknesses identified; within the annual school safeguarding audit; through on-going monitoring of child protection procedures; other sources, are addressed explicitly within the School

Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions.

- 7.4 The Chair of Governors (or designated governor for child protection, if they are not the chair), in liaison with the designated person, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.
- 7.5 The governing body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

8.0 Review

- 8.1 This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

Date when policy was last reviewed: September 2016
Date when next review is due: September 2017

Signed:

Annex 1

Escalation Policy – from SWCPP website

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Local Information

1. Introduction

At no time must professional disagreement detract from ensuring that the child is safeguarded. The child's welfare and safety must remain paramount throughout.

This procedure identifies a non-exhaustive list of potential areas of disagreement, guidance on preventing disputes and procedures to be followed when disputes cannot be resolved through discussion and negotiation between professionals at front line level. It does not include procedures when there is a disagreement regarding the need to convene an Initial Child Protection Conference or the implementation of the Child Protection Plan. Some organisations use the term Conflict Resolution Policy.

2. Potential Areas of Disagreement

- A referral not considered to meet the threshold for assessment by Children's social care;
- Children's social care conclude that further information should be sought by the referrer before a referral is progressed;
- There is disagreement as to whether the child protection procedures should be invoked;
- Children's social care and the Police place different interpretations on the need for significant agency response in relation to a child protection enquiry;
- There is a disagreement over the sharing of information and/or provision of services;
- There is disagreement over the outcome of any assessment and whether the appropriate action plan is in place to safeguard and promote the welfare of the child.

3. Stage One: Preventing Disputes

Most disagreements can be resolved through discussion and negotiation. The professionals involved should attempt to resolve differences through discussion within one working day, but if they are unable to do so, their disagreement must be reported by them to their line managers or equivalent.

With respect to most day-to-day issues, the relevant line managers will be able to resolve the disagreement. This contact should take place within twenty-four hours. The purpose of this contact is to review the available information and to resolve the concern. It may be helpful to consider the involvement of the designated or named professional at this stage in preference to use of line management.

Any action agreed should be fed back immediately to the relevant managers involved and the detail of the conflict and agreements reached should be recorded on the child's file.

4. Stage Two: Informal Dispute Procedure

Where it is not possible to resolve the matter at front line management level, the matter should be referred without delay to second tier management level.

The issue will then be considered at second tier management level and/or include Team Around the Family, with direct communication taking place with the designated professional or named professional for safeguarding within the individual agency or at a second tier management level.

If the area of conflict relates to whether a case meets the threshold for a referral or service from Children's social care, then the Early Help Assessment/TAC Implementation Officer will also be involved in this discussion.

5. Stage Three: Formal Dispute Procedure

If despite following the Stage Two process the disagreement remains, the matter will be referred to an appropriate Head of Service within Specialist Children's Services, who will consider the matter with their equivalent level of management within the concerned agency who is in dispute.

The purpose of escalating the dispute to this level is to reach a position where differing professional opinions have been taken into account and efforts made to explore whether the dispute has arisen through lack of clarity or understanding in the professional dialogue. Ultimately a decision will need to be reached where agencies agree a way forward where the interests of the child take precedence over a professional stalemate.

6. Stage Four: Where Disagreements Remain

In the unlikely event that the professional disagreement remains unresolved, the matter must be referred to the Head of Safeguarding, who will determine a course of action including reporting the matter to the Safeguarding Children Board Chair.

In all cases where it has not been possible to resolve differences and/or where there may be lessons to be learned for future practice, consideration should be given to holding a multi-agency case review.

At any stage of the process, any action agreed should be fed back immediately to the second tier management staff involved and the detail of the conflict and agreements reached should be recorded on the child's file.

All disputes should be resolved in a timely way so that the welfare of the child remains paramount. In some situations, it may be required to instigate all of the stages within a short period of time or to escalate the process so that the safety of the child is not compromised.