

Lainesmead Primary School



Policy on Safeguarding and Child Protection

Review date: December 2016

Signatures

Subject Co-ordinator

Mrs A Chapman

Headteacher

Mrs E Painter

Chair of Governors

Mrs S Newton

Safeguarding and Child Protection Policy

Principles

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.

All action is taken in line with the following legislation/guidance:

- Keeping Children Safe in Education (DfE May 2016)
- South West Child Protection Procedures (SWCPP)
- Section 175 Children Act 2002
- Working Together to Safeguard Children (March 2015)
- Swindon Local Safeguarding Children Board guidance
- What to do if you're worried a child is being abused (DfE March 2015) - non-statutory advice for practitioners
- Information-sharing :advice for practitioners providing safeguarding services (DfE March 2015)
- The Prevent duty - Departmental advice for schools and childcare providers (August 2015)

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).

Our policy applies to all staff, governors and volunteers working in the school.

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 or neglect and offer support to children in need. (see **Appendix 4 - types of abuse and neglect**)

As part of the ethos of the school, the governors and staff are committed to:

- ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children;
- understanding, and adhering to the school's code of conduct (*Guidance for Safer Working Practice for those working with children and young people in education settings October 2015 & the Staff Acceptable Behaviour policy*);
- establishing and maintaining a safe school environment, where all children 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 support plan

- ensuring the school works closely with other professionals to support individual children. To notify the social worker immediately if a pupil subject to a child Protection plan is excluded
- Contributing to the implementation, monitoring and impact of the agreed Early Help Record Plan (EHRP) ,Child Protection plan (CP plan) or Child in Need plan (CIN) for individuals e.g. the school may be able to offer additional social, emotional support for pupil/parent via the School's Pupil support Advisor and Parent support Advisor or signpost to other agencies. The Designated Safeguarding Lead liaises with all staff who support pupils on a CP plan / CIN to get updates on pupil progress and feedback after core group/ agency meetings
- ensure children are taught about safeguarding, including on line safety
- teaching and learning about safeguarding opportunities are part of providing a broad and balanced curriculum e.g. through values education, PSHE , e-safety and assemblies, children are made aware of the skills they need to recognise dangers of abuse and learn how to protect themselves/others and stay safe. These sessions allow pupils time to share their opinions and have discussions. Children at Lainesmead are encouraged to speak to any member of staff if they have any concerns or worries. If pupils feel that they cannot talk to someone face to face then they are encouraged to make use of the worry boxes in each class or outside the Pupil support Advisor room. All worries are followed up with the individual
- ensuring staff and volunteers are aware of signs and symptoms of abuse, know the correct procedure for referring concerns, or reporting allegations against staff, 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 safeguarding lead
- exercising our 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
- encouraging and supporting parents/carers, working in partnership with them
- ensure staff are prepared to identify children who may benefit from early help

- ensuring that children receive the right help at the right time to address risks and prevent issues escalating. Research and Serious case reviews have repeatedly shown dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of knowledge to those who appear not to be taking action.

This school recognises that it is an agent of referral and not of investigation.

Safeguarding issues can include one or more of the following:

Types of abuse

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

Specific safeguarding issues:

- Bullying including cyberbullying
- Children missing in education/from home or care
- Child sexual exploitation
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation
- Forced Marriage
- Gang and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing radicalization
- Relationship abuse
- Sexting
- Trafficking **(See appendix 4)**

Radicalization

This school recognizes:

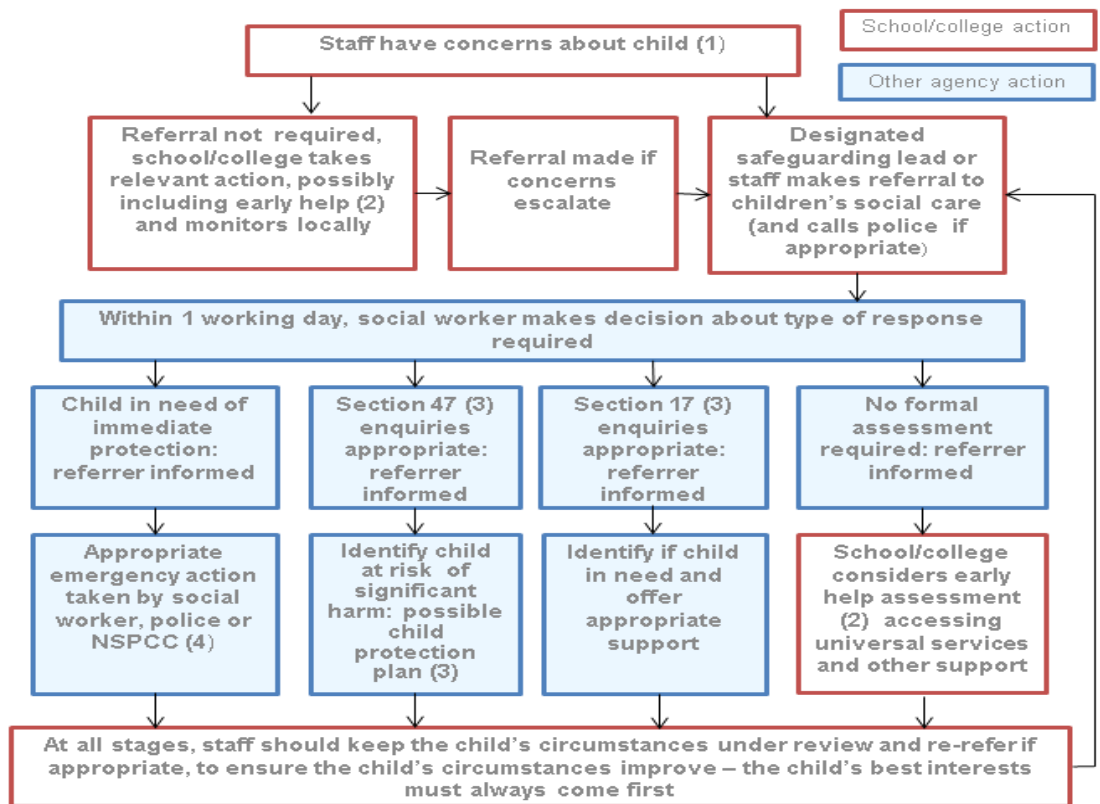
- the positive contribution it can make towards protecting its pupils from radicalization to violent extremism and strives to build pupils' resilience to radicalization by promoting British values and enabling them to challenge extremist views.
- its role in protecting the wellbeing of particular children who may be vulnerable to being drawn into violent extremism or crime

As with managing other safeguarding risks, if a member of school staff (including regular volunteers) has concerns about a pupil, they should follow the school safeguarding procedures (see below) and discuss with the designated safeguarding lead.

Our child protection policy should be read in conjunction with the following relevant policies:

- Positive Handling and the Use of Reasonable Force
- Anti-bullying
- Equality scheme
- Health and Safety
- Behaviour
- PHSE
- Internet Safety
- School Security
- Educational Visits
- Medical Needs
- First Aid
- Lone Working
- Recruitment
- Children looked after
- Children missing in education
- Safer working Practice for Adults who work with children and young people in Education settings.
- Whistle blowing
- Escalation

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

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 Social Care, the school will still telephone Family Contact Point without delay to raise awareness of the concerns relating to the alleged perpetrator. Family Contact Point will advise whether or not an RF1 needs to be completed by the school.

Record Keeping

Any member of staff or volunteer 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 full date, time and location. (where possible this will be recorded onto appendix 1 - concern / disclosure form)
- Where staff have observed injuries to a child, these will be recorded on a body map outline, with some indication given about the size of the injury. **Staff will not take photographs of injuries.**
- The concern / disclosure must be discussed with the designated safeguarding lead as soon as possible.
- All hand-written records must be retained, even if they are subsequently written up onto a concern/disclosure form.
- If in doubt about recording requirements staff should discuss with the designated safeguarding lead
- Written records of concerns about children must be kept, even where there is no need to make a referral immediately.
- 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.
- 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.** Significant events, for example a Team Around the Child (TAC) meeting or child protection conference should also be noted on the chronology.
- The quality of child protection records will be monitored by the Head teacher. The schedule for this quality assurance will take place at least annually.

- Where a child moves school, the safeguarding / child protection documentation will be passed immediately and confidentially to the receiving school, separate from general records. Where possible the DSL will arrange to meet with the DSL from the receiving school to discuss the safeguarding / child protection information in more detail. The receiving school will be asked to sign to confirm that the transfer has taken place successfully and this signed record will be kept on file. Where a pupil is transferring into our school, a request for information will be sent to the previous school if there is no evidence of a safeguarding / child protection file, when records are received. This will prompt the previous school to check whether any safeguarding / child protection records exist
- Confidentiality must be maintained and information relating to individual pupils / families shared with staff on a strictly need to know basis
- Joint investigation procedures - for guidance on the joint investigations **see appendix 2**

There are occasions when social care will contact school and request a phone number for a parent or carer. The caller's identity should be verified before releasing this information and the school should confirm with social care whether or not the family should be informed about the request.

Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. The school recognises that 'abuse' is 'abuse' and should never be tolerated or passed off as 'banter' or 'part of growing up'. The school will support both the victims and the perpetrators accordingly and carry out safeguarding procedures

Allegations of abuse made against teachers and other staff

The school is legally obliged to make a referral to the Disclosure and Barring service 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.

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.

Historical allegations of abuse should also be referred to the police.

The following definitions should be used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is sufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence

Allegations of abuse made against teachers and other staff

If you become aware that a member of staff may have:

- behaved in a way that has harmed, or may have harmed a child or
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children



The child and/or alleged abuser SHOULD NOT be questioned but a record made of what has been reported. **The alleged abuser should not be informed of the allegation at this stage.**



Report immediately to your Head Teacher (or the Chair of Governors if the allegation is about the head teacher)
(or in their absence, the Deputy Head, or designated safeguarding lead)



Report the allegation to the Local Authority Designated Officer for Allegations (LADO):

**Please call the following number:
01793 463854**

**In the event of not being able to speak to the LADO please contact
01793 465737 (Schools' Safeguarding Adviser)**

Within one working day

The LADO will decide on further action:

- No further action after initial consideration and closure, or
- Advice and follow up from LADO, or
- Strategy Discussion

No further action by the LADO The school may be asked to complete their own enquiries and report the findings back to the LA at the conclusion. Consider actions in respect of the individual and those who made the initial allegation.

Further action - The LADO will agree with the police whether or not a strategy meeting (police involvement) or an allegations meeting needs to take place.

If a strategy discussion is not required, an **allegations management meeting** may be held. The main purpose of this is to ensure the safety of the child/ren and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.

Allegations strategy discussion
This will take place if the child has suffered significant harm / is at risk of suffering significant harm, or if the alleged behaviour may constitute a criminal offence related to the child.

The Head teacher / Principal / Chair of Governors will be invited to these meetings.

This document is intended for use as a guide. Please refer to:

1. [Keeping Children Safe in Education May 2016 part four](#)
2. The Multi-Agency South West Child Protection Procedures at www.swcpp.org
3. Swindon LSCB guidance

Concerns about safeguarding practice within our school / college

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that concerns will be taken seriously by the senior leadership team. Appropriate whistle-blowing procedures are suitably reflected in staff training and in the school's code of conduct. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them: general guidance and advice can be found on whistleblowing at the NSPCC whistleblowing helpline- 0800 028 0285

Parental Involvement

This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils and our duty of care. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer. The procedures we follow have been laid down by the South West Child Protection Procedures www.swcPPP.org.uk, and are in accordance with Swindon Borough Council guidance. www.swcPPP.org.uk, and are in accordance with Swindon Borough Council guidance.

Parents/carers will be made aware of the school's child protection policy via the school website. The policy and procedures will also be shared at transition meetings with parents of new pupils.

Concerns will be discussed with parents/carers. Where a referral is needed, the designated safeguarding lead 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. Advice will be taken from Family contact point.

Training

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every 2 years. Training is available from the Local Safeguarding Children Board www.swindonlscb.org.uk. In addition to their formal training, 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 to date with any developments relevant to their role.

Staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with advice from the LSCB. In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This training includes Online safety training.

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 person.

Volunteers will also receive some basic training. Key information is presented to volunteers by Mrs Byrne during their induction meeting. Volunteers are provided with a leaflet that details names of key DSL's in school and what to do if they have a concern.

Training records will be kept, recording the date, focus and level of training received by individuals.

The Role of the designated safeguarding lead and deputy / deputies

The designated safeguarding lead and deputy / deputies will ensure that they fulfil their duties in line with Annex B, 'Keeping children safe in education May 2016'. Key roles are as follows: raise awareness, manage referrals, work with other agencies, undertake training, maintain and transfer files.

The Role of the Governing Body

The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in 'Keeping Children Safe in Education' July 2015.

The school will complete the school safeguarding audit, in partnership with the designated governor for safeguarding.

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.

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 at least annually.

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, in line with LA ['Safeguarding Guidance for Commissioned Extended School Provision and Lettings'](#).

The governing body will ensure that appropriate e-safety filters are in place; they should be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Safer Recruitment

Safer recruitment procedures are in line with the current legislation, Keeping Children Safe in Education, July 2015. This is where further detail can be found. The governing body and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking appropriate decision on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

At least one person on an appointment panel must have undertaken safer recruitment training in line with Swindon LSCB advice.

Review

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.

Appendix 1

Concern / Disclosure Form

CONFIDENTIAL

Date:		Name and role of person completing form	
Name of child:		Name and role of person child disclosed to/ reporting C.P. incident/ concerns	
Details of disclosure by child / incident / child protection concerns			
Action taken by person(s) above:			
Date of notification to DSL/ deputy:	Name of DSL/ deputy:		

Detail of decision / action by DSL or deputy:			
Reason(s) for this decision or action by DSL or deputy:			
Notes of feedback between DSL / deputy and the person who raised this child protection concern, including date of feedback:			
Tick to confirm added to pupil's chronology and copy placed in pupil's file		Tick to confirm added to DSL overview sheet	
Date for review:		Name of person(s) to review:	

Appendix 2

Guidance About Joint Investigations (Social Care and Police) which take place in Schools

- School will receive a phone call to let them know that a joint investigation has been agreed, following the Strategy discussion / meeting
- School will be informed at this stage whether parents/carers have been informed about the joint investigation taking place
- A social worker will attend, accompanied by a police officer (most likely to be a Police officer from the Child Abuse Investigation Team or the Domestic Abuse Investigation Team). The Police will be plain clothed and will attend in an unmarked car.
- The professionals will speak to the child on arrival and establish whether they wish someone from school to be present during the interview
- The interview will be recorded in note form by the Police
- If a disclosure is made, the interview will be stopped and will continue at Gable Cross Police station. This will be a video interview. A member of school staff may accompany the child/young person to the Police station only if required
- There is no requirement for members of school staff to record minutes / notes during the school meeting, as this could jeopardise possible future court outcomes
- The decision of the timings to inform parents will be agreed by the social worker and the Police, prior to the meeting.

Appendix 3

Procedures that Lainesmead will follow if a child is not collected promptly from school at 3.15/after a club

- If a child has not been collected at the end of the school day/after a club has finished a member of staff will bring the pupil to the school office
- Pupil/s will be supervised by school staff
- Admin staff will telephone all named contacts in their priority order (as indicated by parents on the admission form) until a response is achieved.
- On arrival adults are asked to complete the late collection register giving reason for their lateness.
- If there are several occasions of lateness parents will be contacted by a member of school staff to discuss the matter further.
- If lateness is at a concerning level parents may be invited to a school attendance/punctuality meeting. This could lead to a further meeting with Swindon Education Welfare if lateness continues to be a concern.

*If school is unable to make contact with a pupil contact within 30 minutes then school have a duty to raise initial concerns with Children's services: **warn them of the situation, making it clear that at this stage it is just for information.***

If school is unable to make contact with a pupil contact after 4.15 then school will telephone Children's Services again for further information & advice on how to best to proceed.

Appendix 4 - Types of abuse and neglect

(Taken from Keeping Children safe In Education May 2016)

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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 abuse. 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.