

Castle Primary School and Nursery



Safeguarding Policy (containing Child Protection)

REVIEW DATE: SEPTEMBER 2018

(This policy should be read in conjunction with Staff, Governor, Student, Volunteer Handbooks, Social Networking Fact Sheet, E-safety Policy, Whistle Blowing Policy, Keeping Children Safe In Education (Sept 2016), Working Together To Safeguard Children (2015), Preventing Extremism and Radicalisation Safeguarding Policy, Information Sharing Guidance, SMCS Policy, Promoting British Values Policy and Safer Recruitment Policy)

Introduction

Castle Primary School and Nursery recognises its legal duty under s175 Education Act 2002 and the 1989 Children Act the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Castle Primary School takes seriously its responsibilities to protect and safeguard the interests of all pupils. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

This document has regard to the statutory guidance 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education September 2016'. The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) Policies, Procedures and Training Strategy and reflects what Staffordshire Safeguarding Children's Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching), Governors and volunteers, temporary and supply staff to ensure that statutory and other duties are met in accordance with Staffordshire Safeguarding Children Board requirements and procedures. All staff and volunteers need to have read and be familiar with the Policy.

This Safeguarding Policy will be reviewed annually by the Governing Body.

Safeguarding and Promoting the Welfare of Children

The purpose of Castle Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm.

This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.
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This policy gives clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

This policy applies to all pupils, staff, parents, Governors, volunteers and visitors.

Underpinning Values and Ethos

Where there is a safeguarding issue, Castle Primary School and Nursery will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.
- Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school hold a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff maintain curiosity and respectful uncertainty when working with children and families.

- All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.
- Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Castle Primary School provides a broad and balanced curriculum which aims to inform its pupils about safeguarding and keeping safe. PHSE lessons are used to promote positive ways to keep children safe, through discussions and role play. Assemblies regularly focus on helping children identify ways to keep safe when playing and when using the internet. Lessons on E-Safety are given at the start of each half-term and reinforced each lesson.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Parents will be advised about Castle Primary School and Nursery's Safeguarding Policy on the school website – www.castleprimary.co.uk and may obtain a copy from the school office upon request.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations.
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with Children's Social Care. This will be explained to the child or family member and appropriate reassurance given.
- Personal information is confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) **unless** the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare. In all

circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict “need to know” basis.

- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services will utilise the Common Assessment Framework Process and if necessary an assessment under Section 17 of the Children Act (1989). This is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

Roles and Responsibilities

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Miss Jill Mason	01782 433218
Deputy DSL	Mrs Hannah Bours	01782 433218
Alternate Deputy DSL	Mrs Melanie Lord	01782 433218
Headteacher	Miss Jill Mason	01782 433218
Named Safeguarding Governor	Mrs Gail Cumberlidge	01782 433218
Chair of Governors	Mrs Gail Cumberlidge	01782 433218

The school has ensured that the DSL/DDS:

- Is appropriately trained.
- Acts as a source of support and expertise to the school community.
- Has an understanding of LSCB procedures.
- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child’s general file.
- Refers cases of suspected neglect and/or abuse to children’s social care or police in accordance with this guidance and local procedure.
- Notifies children’s social care if a child with a child protection plan is absent for more than two days without explanation.
- Ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child’s social worker is informed.

- Attends and/or contributes to child protection conferences in accordance with local procedure and guidance.
- Coordinates the school's contribution to child protection plans.
- Develops effective links with relevant statutory and voluntary agencies.
- Ensures that all staff sign to indicate that they have read and understood this policy and attend annual safeguarding training.
- Ensures that the child protection policy is updated annually.
- Liaises with the nominated Governor.
- Keeps a record of staff attendance at child protection training.
- Makes this policy available to parents.

The **Deputy Designated Lead** (Mrs Hannah Bours) and our **Alternate Deputy Designated Lead** (Mrs Melanie Lord) are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The **Governing Body** ensures that the school has:

- DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved SSCB training in inter-agency working, in addition to basic child protection training.
- Child protection policy and procedures that are consistent with SSCB requirements, reviewed annually and made available to parents on request.
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher.
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
(see: https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf)
- A training strategy that ensures all staff, including the Head Teacher, receive child protection training, with refresher training at three-yearly intervals.
- The DSL should receive refresher training at two-yearly intervals.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- The Governing Body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head Teacher.
- An annual report will be submitted to the local authority about how the Governing Body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

The Governing Body of Castle Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Governor Mrs Gail Cumberlidge who champions safeguarding within the school.

The **Governing Body** will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Staffordshire Safeguarding Children Board policies and procedures.
- The school contributes to inter-agency working in line with Working Together to Safeguard Children.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role.
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct.
- All staff undertake appropriate child protection training that is updated regularly.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2016).
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

The Governing Body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, Early Help Assessments (EHA) for example, meetings attended, reports written, training or induction given. It will not identify individual pupils. Before every Governors meeting confidentiality statement shall be read and agreed.

The Head Teacher

At Castle primary School the Head Teacher (Miss Jill Mason) is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL).
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role.
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that all staff and volunteers raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.

- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

Training and Induction

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's handbook relevant to their role containing our safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead (DSL) is. They will also be provided with the recording form, given information on how to complete it and who to pass it to. Senior leadership team have systems in place to monitor and review practices to ensure quality.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead (DSL). At induction, all staff will also be provided with a copy of Part One of '*Keeping Children Safe in Education*' (2016) and will be expected to read this and sign to say they have done so.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Staffordshire Safeguarding Children Board advice.

All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. They also will receive supervision from the DSL, which is recorded.

The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Staffordshire Safeguarding Children's Board at least once every three years. In addition to this, the DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the SSCB every two years.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from SSCB. Governors also receive support from the NGA.

Staff are expected to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of '*Keeping Children Safe in Education*' (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female Genital Mutilation and Preventing Radicalisation and Extremism. In addition, local guidance can be accessed via Staffordshire Safeguarding Children Board at www.staffsscb.org.uk and within the Safeguarding Section of the Staffordshire Schools website: <http://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Education->

[safeguarding-support/Education-safeguarding-support.aspx](https://www.staffordshire.gov.uk/education/safeguarding-support.aspx) provide regular safeguarding updates for staff.

The DSL will also

Procedures For Managing Concerns

Castle Primary School adheres to child protection procedures that have been agreed locally through the Staffordshire Children's Safeguarding Board.

Every member of staff including volunteers working with children at our school maintain an attitude of 'professional curiosity and respectful uncertainty' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

Staff are expected to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early intervention

Practitioners should complete an Early Help Assessment (EHA) when: <http://www.staffordshire.gov.uk/health/childrenandfamilycare/FamiliesFirstPartners/gettinghelpearlyinstaffordshire.pdf>

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

The establishment EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST).

The establishment will inform the LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family

The DSL or EHA (delete as appropriate) meets on a regular termly basis to discuss concerns, additional children accessing further support with the LA Link worker. These meetings are recorded and are part of the case individual case management system of the pupil's files. This opportunity enables a clear assessment of additional support and services that could be offered.

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, do however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template www.staffsscb.org.uk

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Families First as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with Staffordshire's Families First services procedures as outlined in www.staffsscb.org.uk

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Families First immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head Teacher. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Families First, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Head Teacher are all unavailable.
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head Teacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Families First directly with their concerns.

Making Referrals

Where a child is registered at school, consultation must take place with the Designated Safeguarding Lead or Deputy who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the schools internal recording form. This should then be given to the Designated Safeguarding Lead (or Deputy if DSL unavailable) who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the Designated Safeguarding Lead or Deputy to the relevant Children's Social Care team in that area.

As per statutory government guidance 'Keeping Children Safe in Education 2016', anybody **can** make a referral. However, due to the role of the Designated Safeguarding Lead this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or

Deputy Designated Safeguarding Lead, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. In these circumstances, the Designated Safeguarding Lead must be informed about the referral as soon as possible.

For referral to First Response phone 0800 1313 126.

The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multi agency form is available from the SSCB website (procedure 3B): www.staffsscb.org.uk

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children’s social care departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said.

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or 'statement'

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed by the recorder

Records about child protection or pertaining to welfare concerns or issues, including CAF paperwork, will be retained securely and separately to the curriculum records of the child. When a child leaves our school, the DSL will make contact with the DSL at the

new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Elected Home Educators Team within Staffordshire County Council.

Working with parents and carers

Castle Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

In order to **keep children safe** and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. Bail condition, court orders.

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

Attendance at Child Protection Conferences

The Designated Safeguarding Lead or their Deputy will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report. A suggested template for this report is available on [Staffordshire Education Safeguarding Advice](#)

Parents should be informed of what is in the report as there should be no surprises about the information shared at Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the Designated Safeguarding Lead.

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process. The representative attending must contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Families First Service. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Families First Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

Protecting yourself against allegations of abuse

In line with 'Keeping Children Safe in Education 2016' school staff are aware of systems within Castle Primary School and Nursery which support safeguarding and form part of staff induction. This includes the school's Staff Code of Conduct which is available from the school office upon request.

Staff should keep personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguarding issues
- Never give out personal mobile phone numbers or private e-mail addresses
- Do not give pupils lifts home in your car
- Do not arrange to meet pupils outside of school activities
- Never 'befriend' or chat to pupils or ex-pupils (under 18 years of age) on social network sites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student even when the pupil is over the age of consent but under 18 years of age.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical intervention policy. If it is necessary to use physical action to prevent a child from hurting themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Safer Recruitment

We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2016).

At Castle primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will be also be checked in-line with statutory requirements and risk assessed robustly.

Safer Working Practice

When recruiting new members of staff the school follows the government guidance 'Keeping Children Safe in Education' 2016 and Safer Recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012. Within the EYFS Section 3 - The Safeguarding and Welfare Requirements staff are aware of their roles and responsibilities under the Safeguarding Vulnerable Groups Act 2006.

The school ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained and that qualifications are verified. Accredited Safer Recruitment training has been undertaken by senior members of staff and appropriate Governors (Miss J Mason and Mrs G Cumberlidge) who sit on recruitment panels in accordance with statutory guidance.

All staff are expected to read the government guidance 'Keeping Children Safe in Education 2016' and have been given a copy of Part One.

Newly appointed staff and volunteers have a robust induction into the child protection procedures when they join the school. They will be made aware of the Staffordshire Safeguarding Children Board procedures (www.staffsscb.org.uk) as part of that induction

programme, and be given a copy of the school Safeguarding Policy and the Staff Code of Conduct.

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

All staff are provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Staffordshire physical intervention training will be kept by the Head Teacher and updated in-line with Staffordshire policy.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Educational settings', DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Managing Allegations Against Staff and Volunteers

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

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

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO and Part 4 of 'Keeping Children Safe in Education', DfE (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 0800 1313126.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head Teacher immediately. Should an allegation be made against the Head Teacher, this will be reported to the Chair of Governors. In the event that neither the Head Teacher nor Chair of Governors is not

contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head Teacher or the Vice Chair of Governors.

The Head Teacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the Governing Body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Head Teacher or Chair of Governors should contact the LADO directly on 0800 1313126 .

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

E-Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc. place an additional risk on our children. All staff, Governors, pupils, volunteers and students who use these devices within Castle Primary School must sign an 'Acceptable User' agreement before doing so. Our school using web filtering software and receives regular reports.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex and relationship education.

Protection is Prevention

- Software is in place to minimise access and to highlight any one accessing inappropriate sites or information
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child

protection concerns the school's Designated Safeguarding Lead should be informed immediately)

- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Storage of Mobile Phone, Images of children (Early Years Framework 2012, 2014 and 2015)

EYFS statutory framework document page 16 (3.4) states that the safeguarding policy **must** cover the use of mobile phones and cameras in the setting.

All staff, Governors, students, volunteers and visitors are reminded on entry to Castle Primary School that **mobile phones are not to be used at any time** whilst pupils are on the premises. Everyone follows the guidance with the link below:

- Staffordshire Entrust Guidance 'Early Years Mobile Phone and Camera toolkit' [Staffordshire Education Safeguarding Advice](#)

Thresholds for Intervention:

Early Support: Common Assessment Framework - CAF

Practitioners should complete a Common Assessment Framework (CAF) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

All staff receive CAF awareness training which is led by the Designated Safeguarding Lead – Miss J Mason. Staff should discuss children who appear to have additional needs with the Designated Safeguarding Lead, the child and parents. The school will need to obtain parental/pupil consent for a CAF to be completed. The Designated Safeguarding Lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). Staff will follow the guidance of the SSCB Threshold Document - accessing the right help at the right time (www.staffsscb.org.uk – procedure 1E). The school will inform the LST Co-ordinator when a CAF is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family.

Child in Need - S17 of the Children Act 1989:

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under a CAF, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.
- Where prevention strategies have been designed and monitored without desired outcomes being met.

If the Designated Safeguarding Lead considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents/young person and obtain their consent for referral to the First Response Team (FRT -see below) to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the Designated Safeguarding Lead will discuss the issues with the FRT.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need Section 17 support. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U).

Child Protection:

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

If staff have significant concerns about any child they must make them known to the Designated or Deputy Designated Safeguarding Leads without delay in accordance with reporting and recording procedures. A 'raising concerns' sheet is available on the office noticeboard.

These concerns may include:

Physical Abuse:

This 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 (Working Together to Safeguard Children).

Emotional Abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development? It may involve conveying to children 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 the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including Cyber 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. (Working Together to Safeguard Children).

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 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)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (Working Together to Safeguard Children).

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 (e.g. 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 online images, watching sexual activities, or 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. (Working Together to Safeguard Children).

Identifying cases of female genital mutilation (FGM) and Forced Marriage

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- Our school is an 'open environment', where students feel able to discuss issues that they may be facing;
- the Designated Safeguarding Leads are aware of the issues surrounding FGM and Forced Marriage;
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit
- awareness raising about FGM is incorporated in the schools safeguarding training.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the Designated Safeguarding Lead to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.
- **not** to consult or discuss with the pupil's parents or family, or others within the community.

Resources

Section 175 /157 of the Education Act 2002 puts an explicit duty on Governing Bodies to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils. The Governing Body will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Staffordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and the policies and procedures that are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

Preventing Extremism and Radicalisation

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

Reference should be made to our Preventing Extremism and Radicalisation policy.

Key documents referred to and underpinning this policy are:

- 'Working Together to Safeguard Children' (DfE)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Staffordshire Safeguarding Children Board Procedures (online)
www.staffsscb.org.uk/professionals/procedures/
- Staffordshire Safeguarding Children Board Training Catalogue (online)
www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/
- Keeping Children Safe in Education 2016
www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf
- Staffordshire Policy and guidance on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- Castle Primary School and Nursery Whistle Blowing Policy
- Staffordshire e-safety Tool Kit
- Staffordshire Entrust Guidance 'Early Years Mobile Phone and Camera toolkit'
[Staffordshire Education Safeguarding Advice](#)
- Children Missing from Education Policy
www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policy.pdf
- Early Years Statutory Framework
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014__with_clarification_note.pdf
- Statutory policies for schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf
- NSPCC/TES safeguarding in education tool
<https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f>

Links with other school policies and processes

Castle Primary School and Nursery make reference to many items in this policy through PSHE lessons.

Parents/carers complete privacy notices on data that may be shared and images to be taken

Parents/carers are given a copy of the Schools' Privacy Notice annually and a copy is available to view on the website.

All Staff (including Early Years) and Visitors ensure their mobile phones and personal cameras are kept locked away.

School staff will follow the guidance in the Whistle Blowing Policy if the need arises.

23 Further advice on Safeguarding matters can also be obtained from:

First Response Team including LADO advice 0800 1313126

Emergency Duty Team (for out of office hours referrals for children) 0845 6042886

LST kidsgrove.lst3@staffordshire.gov.uk 01782 296 290 07976 191 086

Staffordshire County Council - Education Safeguarding Advice Service 01785 895836

Email esas@staffordshire.gov.uk

Website [Staffordshire Education Safeguarding Advice](#)

Staffordshire Prevent Team

Tel: 01785 238239 or 01785 233109

Email: prevent@staffordshire.pnn.police.uk