

**CHILD PROTECTION POLICY FOR
Primary School)**

Governors' Committee Responsible: Full Governing Body

Governor Lead: Lu Coultas

Designated Safeguarding Lead: In absence of KW: Katie Barry (St George's School)

Headteacher: **Kerry Whitham, Interim Head: Matt Ashmead**

Chair of Governors: **Lauretta Williams**

Status & Review Cycle: Statutory Annual

Date Policy Implemented: **January 2017** **Reviewed: Sept 2017**

Next Review Date: **January 2018**

Advice on any aspect of Child Protection can be sought from the Child Protection Team;

Lincolnshire Customer Service Centre, Children's Services for reporting concerns and Early Help Team for Advice	All call takers will be able to help you	01522 782111 & 01522 782333 (out of hours)
Safeguarding Children Officer (Education Settings) for Safeguarding Advice	Ruth Fox	01522 554695
Support Assistant (Education Settings) for Safeguarding Training Bookings	Mercedes Obora	01522 554687
Local Authority Designated Officers (Allegations of Abuse Made Against Adults Who Work With Children)	Anne Faulkner Ursula Morton Nicola Brangam	01522 554668 01522 554674
Lincolnshire Police Public Protection Unit, Central Referral Unit	Kev Gooch Stuart Parkes Simon Boot Vicky O'Brien Sandra Walker	01522 947590
Spring Lodge Sexual Assault Referral Centre	www.springlodge.org	01522 524402 01371 812686 (out of hours)

This policy must be read in conjunction with Lincolnshire Safeguarding Children Board Interagency Procedures. These procedures can be accessed via the LCSB website: www.lincolnshirelscb.org.uk

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for instance:

- Anti-Bullying
- Staff Behaviour Policy/Code of Conduct
- Physical Interventions/Restraint
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety
- Sex and Relationships Education
- Whistle Blowing
- Behaviour Management
- Allegations Against Staff
- Complaints Procedure
- Attendance
- Curriculum
- PSHE
- Teaching and Learning
- Drug Education
- E Safety, including staff use of mobile phones
- Risk Assessments
- Recruitment and Selection
- Child Sexual Exploitation
- Intimate Care

Background Information

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. This policy must be read in conjunction with '*Keeping Children Safe in Education 2014*', a statutory document that all staff and volunteers must read; (Appendix 1).

The Governing body takes seriously its responsibility under section 175 (for LA Schools/section 157 for Academies and Independents) of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff¹, volunteers including governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendix 1)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff and volunteers working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS/CRB check including a prohibition order check for teachers (according to guidance)², and a central record is kept for audit.

Safeguarding children – the action we take to promote the welfare of children and protect them from harm – is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children are best protected when professionals are clear about what is required of them individually, and how they need to work together. Effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that each child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care and/or police.

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- *a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;*
- *arrangements which set out clearly the processes for sharing information, with other professionals and with Lincolnshire Safeguarding Children Board (LSCB);*
- *a designated professional lead for safeguarding. Their role is to support other professionals in the school to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;*
- *safer recruitment practises for individuals whom the school will permit to work regularly with children, including policies on when to obtain a disclosure and barring list check;*

² Guidance regarding CRB checks recently updated by the Protection of Freedoms Act 2012

- appropriate supervision and support for staff, undertaking safeguarding training:
 - employers

are responsible for ensuring that

their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;

- *staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and*
- *all professionals should have regular reviews of their own practice to ensure they improve over time.*(Working Together to Safeguard Children – 2013)

Early Help

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. Working Together to Safeguard Children (2013) identifies the critical features of effective Early Help as:

'A multi-disciplinary approach that brings a range of professional skills and expertise through a "Team around the Child" approach.

- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- Practice that empowers families and helps them to develop the capacity to resolve their own problems
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process
- Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. All forms and guidance for Early Help including Signs of Safety are available at www.lincolnshirechildren.net

What is Team Around the Child (TAC)?

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC

- Early identification of needs
- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering an integrated services
- Reviewing and refining the support arrangements

Support and Guidance Available; Please refer also to the LSCB Website and publications (Particularly "Meeting the Needs of Children in Lincolnshire") at www.lincolnshirelscb.org.uk. In addition the following staff are available to support professionals;

professionals. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

Early Help Consultants provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality (details at www.lincolnshirechildren.net)

TAC Administrators provide administrative support, maintain records, monitor processes, and can signpost professionals to local services.

Further Support for Schools and Academies In addition to the support outlined above, schools and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting. For these cases administrative support can be also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at www.lincolnshirechildren.net/tac

The **designated safeguarding lead** acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **designated safeguarding lead** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

THE FOLLOWING PROCEDURES MUST BE ADHERED TO:

The school will:

- ensure that it has a **designated safeguarding lead (DSL)** who has undertaken the LSCB's Inter Agency Working Together to Safeguarding Children and Young People 2 day course, completing an online refresher course no more than two years later. It is best practice to have more than one member of senior staff who has completed this training. The DSP(s) should then alternate between the two types of courses receiving training at least every 2 years thereafter. Best practice is for the DSL to complete additional safeguarding training in the alternate years. Full details of courses are available at www.lincolnshirelscb.org.uk;
- ensure that every member of staff and volunteer including governors/governor knows:
 - the name of the designated safeguarding lead and his/her role;
 - that they have individual responsibility for referring child protection concerns to the designated safeguarding lead immediately;
 - where the LSCB Procedures and other supporting documents are located (electronic or otherwise);

- ensure that members of staff and volunteers receive training on signs and symptoms of abuse at regular intervals as recommended by the LSCB and know how to respond appropriately to a pupil who may disclose abuse;
- ensure that staff understanding of the content of the Child Protection Policy is a core component of safeguarding children and young people;
- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding children and young people and have access to the school's child protection policy.
- ensure that safer recruitment practices are adopted which help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. (*Keeping Children Safe in Education 2014*)
- ensure that a senior member of the school staff with responsibility for recruitment has Safer Recruitment training certification and that this is refreshed at least every 5 years and someone with this certification is present on interview panels;
- ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and those concerns are addressed sensitively and effectively.

The Governing Body will:

- ensure that the school reviews its training needs and child protection policy and procedures annually;
- ensure that any deficiencies or weaknesses in regard to safeguarding children and young people arrangements are brought to the attention of the governing body and are remedied without delay;
- ensure that the Chair of Governors is nominated to be responsible for liaising with the Local Authority Designated Officer and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Headteacher, and that there are procedures for dealing with allegations in school.

Child needing immediate medical treatment:

If a child comes to school in need of immediate medical treatment they should initially be taken to the school's designated first-aider, where appropriate action will be taken. This may involve:

- a call or delivery to the local health centre;
- delivery to hospital;
- a call to emergency services.

If in the judgement of the **designated safeguarding lead**, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. The **designated safeguarding lead** must refer the case to Social Care (see procedures below). Provision of medical treatment should not be delayed by attempts to contact the parent or carer in advance and in some cases of suspected child abuse it would be inappropriate to alert parents (see below).

Child about whom there is a suspicion of abuse but no need for immediate

possible medical treatment:

If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately;

The designated safeguarding lead should report their concerns to Social Care via the Children's Services Customer Service Centre on 01522 782111. **Do not delay if the designated safeguarding lead is unavailable;**

Confidentiality and Information Sharing

We recognise that all matters relating to child protection are highly confidential and the Headteacher or **designated safeguarding lead** will share that information on a 'need to know, what and when' basis. These concerns should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. Where knowledge or suspicion of abuse is an issue, professionals can never promise confidentiality and neither should they promise to keep secrets. Information will be shared in line with the key principles outlined in '*What to do if you are worried a child is being abused 2006*'. In cases involving possible child abuse the school has a duty to share information.

It is good practice for professionals to discuss any concerns they have with the person(s) who have parental responsibility for the child/children, and where possible, to inform them of school's intention to make a referral to Social Care. Full details of any such conversation should be recorded on the school's safeguarding record of concern sheet. **However there are exceptional circumstances where such discussion may place the child at increased risk of significant harm.** In these circumstances it can be appropriate to refer without the knowledge of the person(s) with parental responsibility, although Social Care will subsequently disclose the source of the referral to the family. In cases where a professional is acting in good faith on third party information it may not be appropriate for Social Care to reveal the source of the referral. Social Care will advise the professional of their decision on this point.

Other factors relevant to the decision to refer without prior discussion with the family include:

- Sexual abuse, organised abuse or fabricated illness is suspected
- It isn't possible to contact parents without causing undue delay in making a referral
- Issues of staff safety
- The risk of destroying evidence
- The likelihood of children or other family members being intimidated
- Possibility of increased risk of domestic abuse
- Possibility of the family moving to avoid professional scrutiny

School staff must not themselves take any further if a parent, carer or other individual volunteers should be recorded and passed on. On

action although information this referral to Social Care the

designated safeguarding lead needs to be clear about:

- the nature of the concerns;
- how and why they have arisen;
- what appear to be the needs of the child and family, including any special needs arising from cultural, physical, psychological, medical or other factors;
- if known, what other agencies and professionals are involved with the child and family;
- his/her expectations of Social Care;
- the action to be taken by Social Care upon receipt of the referral;
- the action to be taken, and by whom, if any agreed plan is not carried out.

All verbal communications should be confirmed in writing, using the Safeguarding Referral Form, within 24 hours. The form is available at www.lincolnshirechildren.net The caller will be informed about this by social care at the time.

The **designated safeguarding lead** should keep records of any signs of abuse, neglect or any other injury and of any action taken which are timed, dated and signed. He/she should record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch – **no photograph should be taken except by the Police and/or Social Care if appropriate.** Any explanation or comments made by the child or their carer should be recorded in their exact words if possible. It should also be recorded whether or not the family has been informed of the reasons for the concern and the actions taken by the **designated safeguarding lead**.

It is not the responsibility of school staff to investigate suspicions of child abuse but to pass on all relevant information to Social Care via the Children's Services Customer Service Centre (CSC). Any investigations conducted by the school are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question.

Where others, such as Education Welfare Officers, Youth Workers or Educational Psychologists are involved, the **designated safeguarding lead** should check with them to see if they have any concerns. Their comments should be noted and passed on with the referral to Social Care. The **designated safeguarding lead** can also check whether the child is subject to a Child Protection Plan by making enquiries with CSC staff. This action does not constitute a referral.

Following a Child Protection Investigation where the concerns are substantiated and the child is judged to be at continuing risk of harm, Social Care may convene a Child Protection Conference. It is expected that the **designated safeguarding lead** will attend and provide a written report. If they are unable to attend for unavoidable reasons, or send a representative, they should submit the written report in the format of the Early Help Form, unless otherwise directed. **It is essential that schools are represented at conference, and any subsequent Core Group Meetings and that they actively participate in any Child Protection Plan for children on their school roll.**

If, following an Initial Investigation, concerns are substantiated but the child is not judged to be at continuing risk of significant harm, Social Care may decide that a plan for the child's future safety and welfare can be implemented without the need to convene a Child Protection Conference. If the **designated safeguarding lead** still has serious concerns that a child may not otherwise be adequately safeguarded there is an expectation the LSCB Escalation policy available at www.lincolnshirescb.org.uk, will be followed.

Section 4 of the LSCB Inter-Agency Procedures fully Child Protection Conferences,

describes more Core Groups and Reviews.

All schools should have in place a contingency plan should the **designated safeguarding lead** be unavailable. In any event reporting suspicion of child abuse should not be delayed.

Responding to Concerns

All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the **designated safeguarding lead** immediately. It is vital that staff do not:

- **dismiss** concerns or disclosures as insignificant, they may provide a vital link to other information;
- **keep** such concerns to themselves;
- **promise** secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

The **designated safeguarding lead**/Headteacher will ensure that:

- factual information only is shared;
- the information is shared appropriately and confidentially with the appropriate professionals;
- this is recorded on the child's individual, confidential file in school.

Allegations made against people who work with children

Where any member of staff becomes aware of an allegation of child abuse made against a colleague, Child Protection procedures must be followed. The Headteacher must be notified or, where the allegation is against the Headteacher, the Chair of Governors must be informed. **All allegations of alleged or suspected abuse against a person who works with children must be reported to Anne Faulkner, Ursula Morton or Nicola Brangam, Lincolnshire's Local Authority Designated Officers (LADO).**

This applies even where the nature of the alleged assault would not normally meet the threshold applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home;
- the higher standards of conduct demanded by law and regulation of those caring for other people's children;
- the position of trust enjoyed by such people.

The guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

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

This part of the guidance relates to members of staff who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay. For Lincolnshire the Headteacher/Proprietor or Chair of Governors must contact the LADO to discuss allegations of abuse made against staff/volunteers.

Appendix 1

Statutory Document 'Keeping Children Safe in Education 2014' Part 1 must be read by all staff. The other parts are for the Designated Safeguarding Lead, Headteacher, Governors and those involved with Recruitment.

The definitions of abuse are within this document, as are information about Child Sexual Exploitation and Female Genital Mutilation. Training regarding these areas is available via www.lincolnshirelscb.org.uk In addition, Female Genital Mutilation Awareness training is also available from the Home Office; <http://www.fgmelearning.co.uk/>