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| Policy title | : | Safeguarding and Child Protection Policy and Procedures |
| Date approved | : | September 2018 |
| Review date* | : | September 2020 |

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

Designated Persons

Emma O' Connor
 Liza Christofides
 Nathalie Jacob
 Katie Pugh
 Rob Herbert

Headteacher
 Designated Safeguarding Lead
 Designated Safeguarding Deputy
 Designated Safeguarding Deputy
 Named Governor

Important Telephone Numbers

Local Authority Designated Officer (LADO)
 Social Services Referrals
 Out of Hours Social Services
 Police

020 3373 3803 – Nick Pratt
 020 3373 0440
 020 3373 0440
 0300 123 1212
 999 – Emergencies only

We at Tollgate Primary School, believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium 2015)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)' as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.

Safeguarding and promoting the welfare of children is best defined as:

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'.
(Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018))

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times.

We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well-being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

The following are types of abuse and neglect:

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 by 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.

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018))

We have a duty to ensure school personnel have the **skills, knowledge and understanding** to keep looked after children safe and to be alert to the additional safeguarding challenges to children with special educational needs and disabilities.

We are aware that **sexual exploitation** 'can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

We are aware that **female genital mutilation (FGM)** is a form of child abuse and violence against women. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out.

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instant we are expected to follow local safeguarding procedures. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

We will inform the **Local Authority Designated Officer** of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

We have a duty to safeguard children, young people and families from **violent extremism**. We are aware that there are extremist's groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the '**Counter-Terrorism and Security Act 2015**' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental **British values** and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the **Designated Safeguarding Lead** who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent). Online general awareness training will also be provided by the Channel programme for all school personnel who provide support to those who have been identified as being vulnerable to being drawn into terrorism.

We will deal with all incidents of **sexting** that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

We are committed in establishing and maintaining an **ethos** where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We are aware that **privately fostered** children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

We will ensure that the **curriculum** deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

We have a duty to create and maintain a culture of safe recruitment and to establish and maintain correct procedures that will 'help deter, reject or identify people who might abuse children.' Procedures such as criminal record checks (**DBS checks**), barred list checks and prohibition checks, together with references and interview information, to be used in order to determine the suitability of a prospective employee.

We are committed in establishing and maintaining correct procedures and checks for **safer recruitment** for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We will ensure that all adults in the school community attends regular **awareness training** on a wide range of safeguarding topics and that Designated Safeguarding Leads undertake two-yearly training in their role.

We have a duty to ensure that under no circumstances will we **disclose** to a parent any information held on a child if this would put the child at risk of significant harm.

We recognise **whistle blowing** is the reporting of suspected wrongdoing in the workplace which is regarded as making a disclosure in the public interest. We actively encourage all school personnel and visitors to school to report any serious concerns they may have about any aspect of the school such as:

- health and safety concerns
- damage to the school environment
- a criminal offence that has taken place or is about to take place
- disobeying the law
- the covering up of a wrong doing
- the conduct of its personnel or others acting on behalf of the school.

We are aware that more than 90% of abuse cases involve someone a child already knows such as a family member or close friend. We agree with the advice from NSPCC that 'parents should not leave it up to teachers' to talk to children about sexual abuse but to talk to them themselves.

Therefore, we will organise awareness training workshops for parents outlining various ways and opportunities for them to approach this delicate subject.

We are aware that the General Data Protection Regulations (GDPR) will entirely replace the current Data Protection Act (DPA) by making radical changes to many existing data protection rules and regulations that schools, academies and other educational establishments adhere to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We acknowledge the new guidance given to all schools in the 'Data protection: a toolkit for schools' (DfE April 2018) regarding safeguarding:

'GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information **must not be allowed** to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards should still be in place.'

In regard to the retention periods the guidance states: 'All data on the safeguarding file potentially forms part of an important story that may be needed retrospectively for many years. The elements of a pupil file (name, address) that are needed to identify children with certainty are needed to be retained along with those records.'

We aim to ensure that in all **school inspections** safeguarding will be judged as outstanding in leadership, in outstanding personal development, behaviour and welfare and outstanding in the standards in early year's provision.

We wish to work closely with the **School Council** and to hear their views and opinions on safeguarding as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote **equality**. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly **identifies and outlines the roles and responsibilities** of all those involved in the procedures and arrangements that is connected with this policy. All governors must be fully aware of their safeguarding responsibilities.

Aims

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.
- To ensure school personnel have the skills, knowledge and understanding to keep looked after children safe.
- To be alert to the additional safeguarding challenges to children with special educational needs and disabilities.
- To protect children from the risk of radicalisation and extremism.
- To build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.
- To ensure all concerns about FGM are reported.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.

- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

The Governing Body:

- Has in place a child protection policy and other related procedures;
- Has appointed a senior member of staff to act as the Designated Safeguarding Lead;
- Has nominated a governor to liaise with the Designated Safeguarding Lead;
- Has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy;
- Has in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers;
- Has in place procedures to deal with allegations of abuse against members of staff and volunteers;
- Nominated the Chair of Governors in liaison with the Local Authority to deal with any allegations of abuse made against the Headteacher;
- Has undertaken appropriate training about the ways of safeguarding children which will be updated every 2 years;
- Will ensure that the Designated Safeguarding Lead attends appropriate refresher training every 2 years;
- Will ensure that the Headteacher, school personnel and volunteers undertake safeguarding training every year;
- Will annually review all safeguarding policies and procedures;
- Will receive termly reports from the Headteacher on safeguarding pupils in the school;
- Will receive immediate reports of any weaknesses to this policy;
- Will receive an annual report from the Headteacher on safeguarding pupils in the school;
- Has responsibility for the effective implementation, monitoring and evaluation of this policy;
- Has the responsibility for ensuring that the school complies with all equalities legislation;
- Has nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Has responsibility for ensuring funding is in place to support this policy;
- Has responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Has responsibility for ensuring all policies are made available to parents;
- Has the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- Has nominated a link governor to visit the school regularly, to liaise with the Headteacher and the Designated Safeguarding Lead and to report back to the Governing Body;
- Has responsibility for the effective implementation, monitoring and evaluation of this policy.

The Designated Safeguarding Lead will:

- Ensure the implementation of this policy, all procedures and other related policies;
- Ensure everyone connected with the school is aware of this policy;
- Publish this policy:
 - On the school's website;
 - In the staff handbook;
 - In the staff room policy file

- In the school's entrance
- Work closely with the Designated Safeguarding Team and link governor for child protection;
- Nominate a Deputy Designated Safeguarding Lead;
- Provide adequate resources for the designated teacher to undertake his/her role;
- Ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- Ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- Ensure that all new staff undertake training in child protection procedures;
- Create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- Ensure school personnel and pupils do not take photographic images without consent or management permission;
- Ensure that regular checks of the school premises take place especially of changing areas by the Site Manager for hidden cameras;
- Ensure that all areas of the school are kept clutter free in order to prevent the placing or installation of covert cameras;
- Ensure the following procedure is undertaken if a covert camera is found:
 - Will contact the police outlining all known details;
 - Will not touch the device;
 - Will not look at any images on the camera;
 - Will close off the area where the device was found as this is now a crime scene;
 - Will not move or remove any articles etc. in the crime scene;
 - Will inform the Local Authority Designated Officer (LADO);
 - Will write an incident report.
- Ensure that all CCTV cameras are periodically checked to ensure that they are not facing:
 - Areas of expected privacy;
 - Mirrors
- Ensure risk assessments are in place regarding physical intervention, personal care, intimate care, pupils changing for sporting activities, school personnel working 1:1 with a pupil, overnight stays and staying with hosting families on exchange visits;
- Establish an environment where children feel safe to talk and a culture where school personnel listen to children;
- Not promise confidentiality to any child but always act in the interests of a child;
- Have in place effective anti-bullying strategies;
- Encourage pupils to assess risks to themselves;
- Ensure school personnel are constantly encouraging pupils to assess risks to themselves;
- Ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- Report any private fostering arrangements to the local authority which more than 28 days;
- Inform the family of the child being fostered that it is their duty to inform the local authority of the private fostering arrangements in place;
- Regularly report to the governing body keeping them updated of the members of children subject to Children in Need, Child Protection Plans, Social Worker involvement;
- Undertake training in safeguarding and child protection;
- Provide leadership and vision in respect of equality;

- Make effective use of relevant research and information to improve this policy;
- Provide guidance, support and training to all staff;
- Ensure all school personnel are familiar with:
 - This policy;
 - School Personnel Code of Conduct policy;
 - Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteacher's, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018);
 - Information Sharing 2015 (HM Government);
 - What to do if you're worried a child is being abused 2015 (HM Government)
 - Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children;
 - The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Provide supervision and support to school personnel when dealing with a traumatic child protection situation;
- Monitor the effectiveness of this policy;
- Report annually to the governing body on the effectiveness of the policy.

The Designated Safeguarding Deputies will:

- Ensure the implementation of this policy;
- Ensure everyone connected with the school is aware of this policy;
- Work closely with the Headteacher and the nominated governor;
- Be trained in child protection policy procedures;
- Renew training every two years to:
 - Understand the assessment process
 - Understand the procedures of a child protection case conference and child protection review conference
 - Understand the specific needs of children in need
 - Understand the specific needs of children with special educational needs and those of young carers
 - Have in place a secure and accurate record system of all concerns and referrals
- Take the lead in dealing with child protection issues and in deciding what steps should be taken;
- Inform a family of a child who we suspect is being privately fostered that it is their duty to inform the local authority of the private fostering arrangements if the period is longer than 28 days;
- Raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- Raise awareness that female genital mutilation (FGM) affects girls and it is illegal to allow girls to undergo this practice either in this country or abroad;
- Ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- Keep a confidential Child Protection Register of all those pupils known to be at risk;
- Ensure all confidential child protection information is stored securely in a central place;
- Inform parents that information is kept on their children;
- Ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;

- Be trained in working with all agencies;
- Familiarise school personnel with the policy and procedures;
- Investigate, report, record, respond and deal with all cases of suspected or actual problems associated with child protection;
- Ensure parents are aware that referrals about suspected abuse or neglect may be made;
- Make child protection referrals;
- Record all child protection referrals;
- Co-ordinate action within the school;
- Liaise and seek advice from the Local Authority Designated Officer when the need arises;
- Liaise with social care and other agencies;
- Record the transfer of all child protection files of any pupil leaving to join another school by keeping a record:
- Provide support for any child at risk;
- Not promise confidentiality to any child but always act in the interests of a child;
- Act as a source of advice within the school;
- Help create a culture within the school of listening to children;
- Keep up to date with all new guidance on safeguarding children;
- Keep all school personnel up to date with any changes to procedures;
- Organise appropriate training for school personnel and governors;
- Ensure all incidents are recorded, reported and kept confidential;
- Keep all paperwork up to date;
- Report back to the appropriate school personnel when necessary;
- Ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- Annually review the policy with the Headteacher.

The Link Governor will:

- Work closely with the Headteacher (Designated Safeguarding Lead) and the Designated Safeguarding Deputies;
- Ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and Local Safeguarding Children Board procedures;
- Ensure that everyone connected with the school is aware of this policy;
- Or the Chair of Governors take responsibility for taking action according to Local Authority procedures where there are allegations against the Headteacher;
- Ensure recruitment of school personnel and volunteers is in line with the Safe Recruitment policy;
- Undertake safeguarding training every two years.

The Local Authority will:

- Be responsible for safeguarding and promoting the welfare of children by working in partnership with schools and other organisations;
- Establish a Local Safeguarding Children Board;
- Appoint the chairperson to the Local Safeguarding Children Board;
- Appoint other members to the Local Safeguarding Children Board;
- Have in place a Local Authority Designated Officer;
- Ensure the Local Safeguarding Children Board is run effectively;
- Ensure schools undertake their responsibilities for the safeguarding of children;
- Have excellent links with local organisations;
- Provide advice, information and guidance to families in the Local Authority.

The Local Authority Designated Officer will:

- Ensure safeguarding procedures are correctly applied and implemented throughout the Local Authority;
- Provide advice, information and guidance to personnel in the Local Authority;
- Provide advice, information and guidance to families in the Local Authority;
- Be responsible for updating the Local Authority policy for safeguarding and child protection;
- Provide training and meet the training needs of schools and other organisations;
- Work closely with Social Services, the Police, Health professional and all other agencies;
- Be the key link to Social Services or the Police during and following formal investigations;
- Monitor the progress of cases to ensure that they following the appropriate procedures
- Keep up to date with all changes in legislation;
- Will be the Local Authority representative on the Local Safeguarding Children Board.

School personnel and volunteers must:

- Recognise that child protection is their main responsibility;
- Treat children's welfare with utmost importance;
- Be aware of the background of the children in their care;
- Be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- Receive basic level 1 training at least once every year;
- Be aware of the name of the Designated Safeguarding Lead and Deputies;
- Be trained in identifying signs of harm and abuse;
- Be aware of the effects of abuse and neglect on children;
- Undertake training on responding to a child;
- Be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- Know how to report any suspected case of harm or abuse;
- Report any concerns that they have about girls at risk of FGM;
- Inform the Designated Safeguarding Lead of any child who they suspect is being privately fostered;
- Report any concerns that they have about pupils who may be vulnerable to radicalisation;
- Establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- Provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- Encourage pupils to assess risks to themselves;
- Report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- Know what to do if a child makes a disclosure;
- Not promise confidentiality to any child but always act in the interests of a child;
- Receive support and counselling if they feel distressed from being involved with a case or incident;
- Be kept up to date with changes in procedures;
- Be prepared to attend a Strategy Meeting;
- Be prepared to attend a Child Protection Case Conference;
- Ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- Be aware of the Safer Recruitment processes and checks;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;

- Report any concerns they have on any aspect of the school community.

Pupils must be made aware of:

- Basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- How to assess risk to themselves;
- How to keep themselves safe.

The School Council:

Every year the School Council will ask the views of all pupils by issuing a questionnaire and asking:

- Do they feel safe in school?
- Are they aware of basic safeguarding procedures in school?
- Are pupils aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they aware of online safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

Role of and Partnerships with Parents

Parents are:

- Asked to work hard with the school to establish excellent home-school relationships;
- Aware that we have a responsibility for the welfare of all our pupils;
- Aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child;
- Aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk;
- Aware that they will be kept up to date with all our actions.

Annually we will ask parents if:

- They have any concerns about the safety of their child when in school;
- They feel enough time is given for children to learn how to keep safe;
- They know who to talk to if they have any concerns;
- They feel their views are listened to and acted upon.

The Designated Safeguarding Lead:

- Will ensure that parents are aware of this policy;
- Will respect parents and children's need for privacy;
- Will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- When making a referral will share all information with parents unless it places the child at risk.

Role and Partnerships with Agencies

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

Reporting Concerns

If a pupil makes a disclosure, then the member of the school personnel must:

- Listen to the pupil;
- Remain calm;
- Offer reassurance;
- Not ask the pupil to remove or adjust clothing if bruises are observed;
- Not ask leading questions;
- Let the pupil speak freely;
- Accept what has been told them without challenge;
- Not offer opinion or criticize or lay blame;
- Reassure the pupil at the end of the disclosure telling them that they have done the right thing;
- Not promise confidentiality but inform them that other people need to be told;
- Record accurately and factually what the child has said in note form;
- Record observed injuries or bruises on a map of the body;
- Submit a completed record of concern sheet to the designated person who will seek advice from Social Care / CYPS;

If a member of the school personnel suspects that a child may be a victim of abuse, then they must:

- Record accurately and factually what they have seen in note form;
- Submit a completed record of concern sheet to the designated person;

The Designated Safeguarding Lead will then:

- Further investigate and keep records of this investigation;
- Decide whether to take this referral further or to monitor the situation;
- Inform the person making the initial referral of his/her decision;
- Prepare in readiness for a case conference/core group meeting the following information on the child:
 - Attendance and punctuality data
 - Academic achievement
 - Child's behaviour and attitude
 - Relationships and social skills
 - Appearance and presentation
 - Any known incidents in or outside school
 - School contact with parents/carers

If a parent / carer makes a disclosure to school, then the Designated Safeguarding Lead:

- Should meet with the parent taking down all details;
- Will assure the parent that the school will take the matter seriously;
- Will get back to the parent when a decision has been taken and how to proceed.

All concerns must be reported and discussed immediately. The Safeguarding Lead will decide the appropriate action in consultation with the Headteacher.

Recording Information

School personnel and volunteer helpers are asked to record any concern or incident using an Initial Concern Form.

Support

- We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence;
- Staff who feel distressed from being involved with a case or incident can receive support and counselling via the school's Work-life Programme.

Confidentiality and Security of Information

- It is imperative that confidentiality is observed at all times as the protection of the child is paramount;
- School personnel have a professional responsibility to share information with other professionals who are investigating a case;
- A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret;
- The child must be reassured that the information will only be shared with the designated teacher who will decide what will happen next;
- All child protection records are regarded as confidential and will be kept in a secure place.

Case Conference and Core Group Meetings

The Designated Safeguarding Lead or Safeguarding Deputies will attend:

- All Child Protection Case Conferences with the appropriate member of staff if necessary;
- All Core Group meetings once a child has been placed on the Child Protection Plan.

Pupils Transferring to another School

The following procedures will take place if a pupil, on the child protection register, transfers to another school:

- The case social worker will be contacted by the Designated Safeguarding Lead;
- Child protection records will be passed on to the Designated Safeguarding Lead at the receiving school only if that school is in the same Local Authority;
- If the child is moving to another Local Authority, then information will only be passed on with outline details of case conferences but not minutes of conferences.

Training

Training organised by suitably qualified trainers and the Local Safeguarding Children Board will take place for school personnel, volunteer helpers and governors:

- During NQT induction
- Throughout the academic year

All school personnel must undertake appropriate training every year in:

- Female Genital Mutilation;
- CSE
- Peer to Peer Abuse
- Child protection issues
- Recognising signs of abuse
- Handling disclosures

Restraint training will also be undertaken by specific school personnel only.

All school personnel:

- Have equal chances of training, career development and promotion
- Receive training on induction which specifically covers:
 - All aspects of this policy;
 - School Personnel Code of Conduct
 - Keeping Children Safe
 - Working Together to Safeguard Children
 - Female Genital Mutilation
 - Safeguarding pupils who are vulnerable to extremism
 - Child Sexual Exploitation
 - Listening to Pupils
 - The Safe Use of the Internet and Social Media
 - Equal opportunities
 - Inclusion
- Receive periodic training so that they are kept up to date with new information
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Dealing with Allegations against School Personnel, School Volunteers, the Headteacher or another Pupil

- See policy

Safer Recruitment

- See policy

Intimate Care

- See policy

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The School Handbook
- The school website
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops

- School events
- Meetings with school personnel
- Communications with home such as newsletters
- Reports such as Headteacher's reports to the Governing Body
- Information displays in the main school entrance.

Training

Tollgate Primary School will provide opportunities for all employees to have access to the information, instruction, supervision and training required to enable them to discharge their responsibilities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. As such, we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.



CAUSE FOR CONCERN FORM

Please ensure that this form is handed directly to **Liza Christofides** (DSL)
If the DSL is not available, hand it directly to either **Katie Pugh** or **Nathalie Jacob** (Deputy DSL) or **Emma O' Connor** (Headteacher)

Child's Name:

Class:

Staff Name:

Position held:

Date of Incident:

Time of incident:

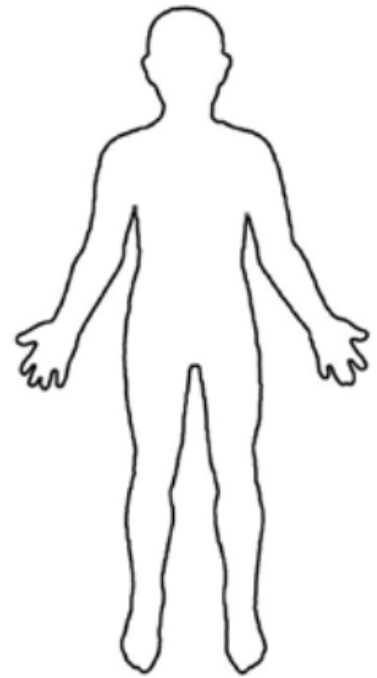
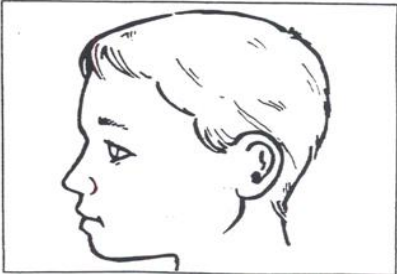
Location of Incident:

Date of record being made:

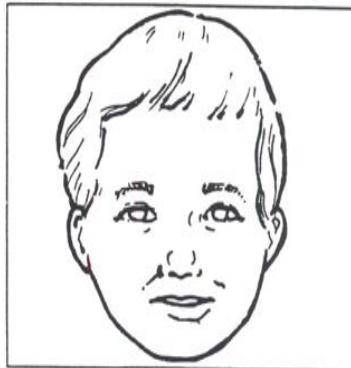
*Provide details of the incident or concerns you have including **description of any injuries** (use body diagram to indicate area of injury), **witness details**, **what you have observed, heard or been told**, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you clearly record the voice of the child's (suggestion - use capital letters/speech marks to ensure it can be easily recognised). Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted.*

STATEMENT:

Signed: _____



Front
 Back



Date received by DSL: _____

Date logged onto Safeguard: _____