

St Helens Primary Schools

Safeguarding Children Policy (Incorporating Child Protection)

Sherdley Primary School



Our Partners...

Merseyside Police
NSPCC
Halton & St.Helens NHS
St.Helens Council
National Probation Service

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St.Helens College
St.Helens Hospital
5 Boroughs Partnership NHS Foundation Trust
Halton & St.Helens Voluntary and Community Action



Policy reviewed and updated September 2019
AGREED BY GOVERNING BODY ON 3RD OCTOBER 2019

1. INTRODUCTION

Developing a Whole School Policy on Safeguarding Children

The definition of safeguarding used in the Children Act 2004 and in the Department for Education (now DfE) guidance document ‘Working together to safeguard children’, which focuses on safeguarding and promoting children’s and learners’ welfare can be summarised as:

- protecting children and learners from maltreatment
- preventing impairment of children’s and learners’ health or development
- ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and learners to have optimum life chances and to enter adulthood successfully.

This document concerns the duties that Sherdley Primary School has to safeguard and promote the welfare of children. It is informed by The Education Act (2002), which was implemented on 1 June 2004.

Section 175 is underpinned by the DfES Guidance “Safeguarding Children in Education” issued on 6 September 2004 for immediate effect.

Detailed information regarding local safeguarding procedures is available on the website: www.sthelenslscb.org.uk or <http://www.online-procedures.co.uk/sthelens/>

“Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school”

At Sherdley Primary School we recognise the critical importance that a culture of safeguarding children is embedded throughout our school. When considering our guidance, we have given regard to:

1. Children Act (1989 & 2004)
2. UN Convention on the Rights of the Child (1989)
3. Keeping Children Safe in Education (KCSIE) (DFE September 2019)
4. Working Together to Safeguard Children (DFE 2015)
5. The Prevent Duty (June 2015)
6. What To Do If You’re Worried A Child Is Being Abused (Department of Health et al, 2006)
7. Safeguarding Children and Safer Recruitment in Education (DFE December 2006)
8. Dealing With Allegations Of Abuse Made Against Teachers and Other Staff (2012)
9. Disqualification Under the Childcare Act (2006)
10. Data Protection Act

Taken from “Safeguarding Children In Education”

This policy draws upon good practice within the Local Safeguarding Children Partnership- SCP which are commensurate with the Guidance document “Working Together to Safeguard Children” This guidance document states that all education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting;
- Promote safe practice and challenge poor or unsafe practice;
- Identify instances in which there are grounds for concern about a child / young person’s welfare and take appropriate action to keep children / young people safe;
- Contribute to effective partnership working between all those involved with providing services for children.

Taken from “Safeguarding Children in Education”

- Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person.
- Development includes physical, intellectual, emotional, social or behavioural development.
- Health includes physical and mental health.
- Ill-treatment includes sexual abuse and other forms of ill – treatment that are not physical including exposure to Domestic Violence. This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.

This policy applies to all teaching, non-teaching, school governors and volunteer staff.

2. THE PURPOSE OF A SAFEGUARDING POLICY

2.1 Our whole school safeguarding policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy also makes explicit the school's commitment to the development of good practice and sound internal school procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

2.2 "The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance."

2.3 There are three main elements to our Safeguarding Policy'.

(a) Prevention

Caring relationships with children, parents, carers and families will begin to be built on from Foundation Stage and are built on mutual trust and respect. Foundation stage staff carry out home visits to develop partnerships with parents and get to know the child on his / her known environment. (Foundation Stage Policy.) Staff throughout the school meet with parents on a regular basis to discuss concerns and parents are welcome at all other times to make an appointment if they need to speak to a member of staff. Attendance is vital; school works closely with the Education Welfare Officer and operates a first day contact system in the case of unexplained absence from school. The Education Welfare Officer or Head Teacher and Pastoral Manager visit the homes of children if there is a concern. (See the School Attendance Policy for all procedures used.)

(b) Protection

At Sherdley Primary School we ensure that children know that there are appropriately trained adults in the school who they can approach if they are worried or are in difficult. Staff are trained at a basic level in safeguarding and are made aware of the need to be observant and to monitor the children in their care i.e. to notice changes in appearance and behaviour, patterns of absence etc. Staff are aware of the need to respond appropriately and sensitively to safeguarding concerns. The safeguarding flowchart from St Helens CYPS and the Continuum of Need (see appendix) is displayed in the staff room, Head Teacher's office and on safeguarding notice board opposite the staff room. All Teachers have access to a copy of the guidance material, Working Together to Safeguard Children (2015).

(c) Support

Children have the opportunity throughout the day to talk to adults in school – teachers, learning support assistants and welfare assistants (previously known as mid-day supervisors). We also employ a pastoral manager and the children know they can go and speak to her at any time or leave a message for her if she is unavailable. School councillors regularly feedback the views of children in each year group to ensure that children feel that they have a voice and are listened to. Informal support is offered to parents / carers through our Children & Families Community Support Co-ordinator.

Staff who have been involved in any part of a child safeguarding issue will be offered support and, if appropriate, support from outside agencies will be sought.

3. SCHOOL COMMITMENT

'We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of, or suffering from abuse.'

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum activities and opportunities for PSHE / Citizenship which equip children with the skills they need to stay safe from abuse, different forms of harassment and bullying and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. The school will provide opportunities for pupils to develop their voice and to listen to their concerns for example through organized circle time, the use of SEAL (social and emotional aspects of learning), through planned assembly time and school council meetings.
- (d) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

3. FRAMEWORK

'Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.' (*Working Together to Safeguard Children, 2015*).

Safeguarding is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board.

The SCP is made up of representatives from a number of agencies including health, children social care, probation and the police. The LSCB website (<http://sthelenssafeguarding.org.uk/scp>) contains:

- Definitions of abuse and indicators
- Procedures for Safeguarding and multi agency working including relevant contacts
- Advice on good practice and policy making
- Pro- formas for referral and record keeping.

5. ROLES AND RESPONSIBILITIES

All adults working with, or on behalf of children have a responsibility to safeguard and promote the welfare of children. '*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play.*' (*KCSIE September 2018*). There are, however, key people within schools and the LA who have specific responsibilities under Safeguarding procedures.

The Head Teacher and the Deputy Headteacher and Assistant Headteacher (SENCo) are the designated safeguarding leads (DSL). The roles and responsibilities of the DSLs are:

1. The DSLs should be a senior member of staff and must be part of the leadership team
2. The Head, as DSL, has ultimate lead responsibility for safeguarding and child protection, although this has been designated to the Deputy Headteacher on a day to day basis.
3. The DSLs should be available during term time, and should be available during school hours) for staff in school to discuss any safeguarding concerns
4. To be fully conversant with the Local Authority and School Safeguarding Procedure
5. To provide all staff with advice in regard to safeguarding
6. To ensure that appropriate action is taken in school and that the correct procedures are followed in all cases of suspected / actual abuse
7. To maintain a record of pupils in school who are on level 3 or 4 of the Continuum of Need and keep this updated as notification is received. To liaise with the Education Welfare Officer, social care, school nurse, other professionals as appropriate to ensure that these children are monitored
8. To maintain records within the school about those children whose safety and welfare are causing concern
9. To attend / participate in child protection conferences, core group meetings, child in need meetings, Family Action Meetings and Early Help as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends. In the rare occasion of no such person being able to attend, then to provide a report to conference from school
10. To inform the Children and Young People's Services Safeguarding Children unit in writing using the LA pro forma when a child on the CPR leaves the school and to inform the new school of the child's status on the register, transferring files wherever possible
11. To organise and monitor training / information as appropriate for all staff. To be trained personally at a single and multi agency level and to undertake refresher training as necessary. To hold safeguarding induction sessions for new staff and volunteers working across school. To refresh volunteers and all staff on initiatives and developments as the need arises
12. To support Governors to access training and ensure Section 128 checks have been completed as appropriate.
13. To ensure that the curriculum offers opportunities for raising pupils awareness and for developing strategies for their protection
14. To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils, as per St Helens Policies.
15. To have due regard to the need to prevent people from being drawn into terrorism (CTSA 2015)
16. Provide all staff with a copy of Part One of Keeping Children Safe in Education.

The role of the Senior Leadership Team

It is recognised that as Safeguarding is a shared responsibility at multi agency level, so it is within school. The DSL's will share decisions with the Senior Leadership Team. If the DSL's are not available then another member of SLT should be consulted about any concern. . In the unlikely event of the senior management team being unavailable or if a course of action is unclear then the LA child protection Officer, or the Local Authority Adult and Childrens Services Contact Centre should be contacted (01744 676600)

The Role of the Governing Body

The Governing Body are aware of their role in overseeing the school's arrangement for safeguarding. They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay. They will review all safeguarding policies and procedures (within school) annually. They... *'should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare (KCSIE Sept 2019. P17).'*

The Governing Body will nominate a named Governor to support the safeguarding systems at Sherdley Primary School, as per Governor statutory duty.

The Role of the named Governor

The named Governor will:

- Support the school in safeguarding children
- Strategically support the school to carry out its safeguarding duties

The above will be met through:

- Attending appropriate governor training in supporting safeguarding
- Liaising with the named member of staff in school on a regular basis (at least half termly) and providing feedback from such meetings for all Governors, if required
- Receiving, and feeding back on, monitoring reports from the Designated Safeguarding Lead, detailing the number and type of incidents recorded in school, see Governor File
- Awareness of the importance of confidentiality

6. PROCEDURES

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the SCP procedure. The Safeguarding procedure is illustrated in a flow chart. These, and the continuum of children's needs, are displayed in the staff room, the general office and the Head Teacher's office.

School recognises that it is standard practice to inform parents of its decision to refer to social services as the referral is made, as relationships of mutual trust are part of the school ethos.

However, parents may not be contacted if:

- i Informing the parents may put the child at risk of serious harm, or,
- ii Informing the parents may jeopardise Childrens Social Care/ Police enquiry or attempt to protect the child.

The reason for the decision needs to be clearly recorded.

7. INFORMATION SHARING

Our school recognises that information sharing is key to the Government's goal of delivering better, more efficient services that are coordinated around the needs of the individual. We are aware that it is essential to enable early intervention and preventative work, for safeguarding and promoting welfare and for wider public protection.

There are seven golden rules for information sharing observed at Sherdley Primary School.

1. It should be remembered the Data Protection act is not a barrier to sharing information but provide a framework to ensure that personal information about living persons is shared appropriately.
2. We must be open and honest with the person, and or family where appropriate, from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice if we are in any doubt, without disclosing the identity of the person where possible.
4. We will seek consent before sharing information where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. We will share information without consent if, in our judgement, a lack of consent can be overridden in the public interest. We will base our judgements on the facts of the case and will record our rationale for such decisions clearly.
5. We will base our information sharing decisions on considerations of the safety and well being of the person and others who may be affected by their actions.
6. We will ensure that the information that is shared is necessary for the purpose for which it is being shared, and only shared with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.
7. We will keep records of all our decisions and the reasons for it, whether it is to share information or not. If we decide to share information, a record of what was shared, with whom and for what purpose will also be recorded.

See **Appendix 1** Key questions for information sharing.

8. TRAINING AND SUPPORT

- 8.1** Our school will ensure that the Headteacher, the Senior Designated Lead, the deputy DSLs and the governing body attend training relevant to their role.

This can include training in procedures to follow, signs to note and appropriate record keeping.

Sherdley Primary School recognises that it is extremely important that all staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately if an incident should occur.

All new staff will undergo safeguarding and child protection training as part of their induction.

Refresher training will be available at least every three years for all staff, but bi-annually for designated staff. The demands and difficulties associated with working in this very sensitive

area is not ignored, and staff receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.

All staff are trained to recognise and respond to situations where a child may be considered to be at risk. The Headteacher, Deputy Headteacher and Assistant Headteacher are the nominated staff who are on the Senior Leadership Team and who are responsible for the implementation of appropriate procedures. They are part of the network co-ordinated by the Education Directorate's Child Protection Service. These staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this very sensitive area.

Staff will be informed of any changes to current safeguarding issues through staff meetings. All staff will receive annual update training, or sooner if updates are required. Any new governors to the school will automatically be asked to complete training in safeguarding as part of their induction to the role.

Staff should be aware of the different types of abuse and neglect: physical abuse, emotional abuse, sexual abuse, neglect. Other safeguarding issues should include: bullying/cyberbullying, FGM, CSE, DV, sexting, gender-based violence, radicalisation (a full list is in Appendix 4). This is also covered in training, but see appendix 4 for further information (taken directly from KCSIE 2019).

The Local Safeguarding Children's Partnership provides an Annual Training Programme and Calendar. <http://sthelenssafeguarding.org.uk/scp>

8.2 Sherdley Primary School recognises the need to keep parents informed of Safeguarding Policies and Procedures. The school Safeguarding Policy is shared with all parents. A Parent forum on safeguarding is held once a year providing parents with the opportunity to seek clarification in procedures, be made aware of support groups available and discuss the shared responsibility for safeguarding children at Sherdley Primary School.

9. PROFESSIONAL CONFIDENTIALITY

9.1 Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child.

Confidentiality is respected through:

1. The storage of safeguarding records on a secure, online system (which meets GDPR) or in a lockable cupboard.
2. Ensuring information exchanged between professionals in school/ other agencies is kept between those directly involved with the child / family
3. Ensuring that if a child transfers school, confidential records will be passed on. In the event of the new school not being known, child protection case conference records will be returned to the Childrens Safeguarding Unit in St Helens

It must be remembered however that the child's welfare is paramount and takes precedence over all other considerations. If a child is deemed to be at risk of significant harm, then referrals to Childrens Social care must be made. In the case of disclosure of abuse, staff are

advised never to promise a child that they will keep it a secret as this may well inhibit action being taken which would be in the child's best interest.

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. Any disclosure of personal information to others, must always however, have regard to both common and statute law.

In line with the Data Protection Act 2018, there are strict and limited occasions when information regarding an individual should be shared and stored. Wherever possible, consent should be obtained before sharing personal information with third parties, and record will be kept of any information shared – via validated minutes and/or a completion of the record of information sharing (stored online). In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

10. RECORDS AND MONITORING

Well-kept records are essential to good safeguarding practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

CPOMS is used as a secure method of sharing concerns and storing the information held.

Blank Safeguarding/ Child Protection referral forms are stored in The Headteacher's Room and can be accessed via the St Helens SCP website.

The cabinet is locked and only the Headteacher, Children & Families Community Support Co-ordinator, Deputy Head Teacher and Inclusion Manager are aware of the location of the key.

Children about whom there are concerns are recorded on the vulnerable children register which is updated termly with all staff.

In line with GDPR, 2018 recommendations, each pupil who has a concern raised (level 3 and above on the Continuum of Need) has the details of meetings and incidents recorded on the CPOMS system. A chronology can be created using the system and any documents added and stored online.

Any staff working with or alongside a child may complete a CPOMS incident report which will automatically inform the DSLs.

When there is a sufficient concern, evidenced by CPOMS history, a referral may be made.

If a child transfers or leaves school, the school should seek to engage with an identified member of staff, with whom concerns may be shared. Child Protection information must be copied and sent under separate cover to new school whilst the child is still under 18. Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

A notification form should be forwarded to the Safeguarding Children Unit.

11. SINGLE CENTRAL RECORD

Holding a single central record is a statutory requirement. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers.

The record is in tabular form and includes:

- Names and addresses and dates of birth
- Evidence that all teachers have been checked against list 99
- Evidence that all staff employed since March 2002, who have regular contact with children, have been DBS checked
- Evidence that staff appointed since May 2006 have been DBS checked
- Evidence that supply teachers who work at the school regularly have been checked against list 99 and have a recent DBS check
- Evidence that volunteers, including Governors who have regular contact with children, have DBS checks
- The dates checks were carried out
- Evidence that all teachers have qualified teacher status
- Evidence of permission to work for those who are not nationals of a European Economic Area
- Disqualification by Association (for employed staff only)

12 ATTENDANCE AT CHILD PROTECTION MEETINGS

Case conferences are important meetings when professionals meet to share information formally. Professionals engaged with the family are invited as are the family. The chair of conference extends an invitation to conference to the school. The DSL would attend this meeting and would provide a written report detailing their:

- Involvement with the child and family
- Knowledge of the child's development needs
- Assessment of the capability of the parents to meet the needs of their child within their family and environmental context.

All reports should distinguish between fact, observation, allegation and opinion. When information is provided from another source it should be made clear.

All reports should be forwarded to the safeguarding Unit at least 2 working days prior to the Conference, to give the Chair the opportunity to read them. If there is to be any delay, the lead social worker should be contacted and made aware as soon as possible. These reports should be shared with the family prior to conference.

Where meetings are being held to make decisions about more than one child in a family there should be a report prepared on each child.

13. SUPPORTING PUPILS AT RISK

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. While at

school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The school will endeavour to support pupils through.

- Behaviour Management Policy
- Anti-Bullying and Anti Harassment
- Restraint
- Special Education Needs
- Health and Safety
- Sex and Relationships Education
- Referral to Children & Families Community Support Co-ordinator
- Referral to other agencies. (i.e., CAMHS, BIT, Young carers)

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

The Safeguarding Policy should be read in conjunction with other related policies in school:

Positive Behaviour Policy

Code of Conduct

Whistle blowing Policy

Procedure for managing allegations against people who work with children and young people

Health and Safety policy/ Health Care Plans

Administering Medicine

Risk Assessment Policy

Diabetes Policy

Asthma Policy

Anaphylaxis Policy for Schools

Care & Control Policy

Drugs Education Policy

Child Sexual Exploitation (LSCB)

E-safety Policy

Ant- bullying policy

Attendance policy

Recruitment and Selection,

Guidance for Safe Working Practice for Adults who work with Children and Young People

Summary handbook-what to do if you think a child is being abused

The DfE published document Teaching Online Safety in Schools is also an important additional resource and importantly reminds us that "Pupils should be just as clear about what is expected of them online as offline."

It is also important that Safeguarding is referenced across the curriculum to ensure risk assessment and safeguarding is embedded throughout all teaching and activities, and is specifically dealt with within Relationships Education within primary schools.

All of the above policies are available to view on staff share, each member of staff also has a copy in their staff file, and all policies are available to view by parents.

Students on placement in school are required to read and sign to confirm that they too understand such procedures.

Volunteers, extra curricular club leaders are required to sign a volunteer's policy which refers to Safeguarding procedures.

14. PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT THE WELFARE OR SAFETY OF A CHILD

This is in the form of simple flow chart or step-by-step instruction and is written for anyone who works in the school who may have contact with children. **(See appendix 2.)**

It is displayed in the staff room, general office and Headteacher's room.

This details who the concern should be reported to, who should be contacted if this person is not available.

Any member of staff with a 'concern' should immediately raise the concern by completing an incident on CPOMS (Child Protection Online Management System), this immediately alerts all 3 DSLs. However, if a member of staff feels that there is an immediate risk then a DSL should also be informed verbally that an incident has been logged on CPOMS.

If a child is in immediate danger or at risk of harm a referral should be made to either or both children's social care or the police. Anyone can make this referral.

15. PROCEDURES TO FOLLOW WHEN THE DESIGNATED SAFEGUARDING PERSON IS NOTIFIED OF THE CONCERN ABOUT THE WELFARE OR SAFETY OF A CHILD

This flowchart outlines the procedures to be followed by the DSL when Safeguarding concerns are brought to their attention. ***This is displayed in the staff room, the Headteacher's office, Children & Families Community Support Co-ordinator's office and on the safeguarding notice board. (See appendix 4)***

16. PROCEDURES TO FOLLOW IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF

Such allegations should be reported to the Headteacher/Senior DSL or in her absence the Deputy DSL who will follow recommendations by the SCP – Procedure for Managing Allegations against Staff. If the allegation is against the Head Teacher/senior DSL then the member of staff should inform the Deputy DSL, Safeguarding Governor (Chair of Governors) or the LADO (Local Area Designated Officer).

Each member of staff has a copy of the Procedure for Managing Allegations Against People Who Work With Children and Young People and some suggestions to help professionals understand the types of allegations that may be dealt with under these procedures (See Local Safeguarding Children's Partnership website)

16.1 Role of the Local Area Designated Officer (LADO)

The LADO works within Children's Safeguarding Unit and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

17. PROCEDURE TO FOLLOW IF THERE IS A CONCERN THAT PROFESSIONALS ARE NOT WORKING WELL TOGETHER

(See the Local Safeguarding Children's Partnership website, for the complete Escalation Procedure Document -) <http://sthelenssafeguarding.org.uk/scp>

If there is a concern that agencies are not working well together and as a result the child is not making good enough progress and is at risk, then the following procedures should be followed.

In most cases the lead professional should be the first contact-if that is not resolved then contact their manager

In cases involving social care, initial discussion should be with the social worker and followed in writing with a copy being sent to the respective team manager and the SCP Business Manager. If this does not resolve the problem then the team manager should be contacted by telephone and in writing.

If the issue remains unresolved the operational manager should be contacted. If the issue remains a concern the services manager should be contacted. Once a case has been escalated the respective social worker and/or manager should provide a written reply within seven working days to the professional who has initiated the procedure. A copy of all correspondence and outcomes should be sent to the Safeguarding Service Manager.

18. MONITORING AND EVALUATION OF SAFEGUARDING AT SHERDLEY PRIMARY SCHOOL

All vulnerable children are identified on a matrix of vulnerability which is colour coded according to needs. Those requiring specific academic support/intervention are identified on an intervention map. Both the intervention map and matrix of vulnerability are reviewed termly and the impact of interventions/support monitored. The SLT tracks progress of all vulnerable children in reading, writing and mathematics and reports trends in attainment of vulnerable groups to the Headteacher and Governing Body in an annual report.

CASE MANAGEMENT AND SUPERVISION

Sherdley adopts a coaching approach to case load supervision. Opportunities to discuss and share/support and advise are available on a weekly basis via SLT meetings. The trio of DSLs will support each other, and other members of staff and the governing body as necessary to ensure that concerns are heard and appropriate actions implemented to amend workload imbalance.

The provision for appropriate coaching and support is also discussed with appropriate members of staff as part of appraisal meetings, and specific mentors for staff are advised to raise the issue at each meeting and document relevant issues/concerns and the subsequent actions.

LONE WORKING

At Sherdley we carefully try to ensure that staff are not placed in positions which could be potentially harmful to their own safety, and therefore would not advise staff to take part in activities where they are alone and unsupported.

Home visits are carried out in paired colleague arrangements.

Pastoral support is offered in collaboration with other agencies (Social Care/EWO) meaning that there are limited occasions when staff should be off site and in the presence of families without direct observation from school or another trusted agency. In such circumstances we advise staff to always be accompanied by a second member of staff.

For Parent's Evenings we ensure that staff have support from their working partner or another member of the SLT.

19. MOBILE PHONES

Staff, or visitors to school, must NOT access or use mobile phones whilst working with or around children. Mobile phones can only be used in the staffroom or any of the office areas when there are no children present. Only in the case of emergency may mobile phones be left with office staff and if permission is given they can answer it on behalf of the member of staff, in order to pass on any urgent messages.

Whole-School Policy on Safeguarding Children

A. Named staff/personnel with designated responsibility for Safeguarding

Academic Year: 2019/20

Named staff with designated responsibility for safeguarding:

Headteacher: Mr. Tony McCoy

Deputy Headteacher: Mrs. Carol Robertson

Assistant Headteacher (SENCo): Mrs. Katie Bennett

Children & Families Community Support Co-ordinator: Mrs. Ann Marie Lakey

Nominated Governor: Ms Leanne Howard (Co-Opted Governor)

B. Review dates for this Policy

Review Date	Changes made	By whom
May 15	Addition of Mobile Phone use	Tony McCoy (Headteacher)
July 2015	References to current national guidance add and addition of a 'disqualification by association' tab added to the SCR	Tony McCoy (Headteacher)
November 2015	Updates – definition added, change DSP to DSL, general changes as agreed with the CoG / Safeguarding Governor	Tony McCoy (Headteacher)
September 2016	Updates made due to new statutory guidance – KCSIE 2016	Tony McCoy (Headteacher)
September 2017	Removal of completing 'pink concern forms' and adding in the use of CPOMS	Tony McCoy (Headteacher)
September 2018	Updates made due to new statutory guidance – KCSIE 2018	Carol Robertson (Deputy Headteacher & DSL Lead)
September 2019	Updates made due to new statutory guidance – KCSIE 2019	Carol Robertson (Deputy Headteacher & DSL Lead)

Information Sharing

The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services .[Sherdley Data Protection Policy, May 2018]

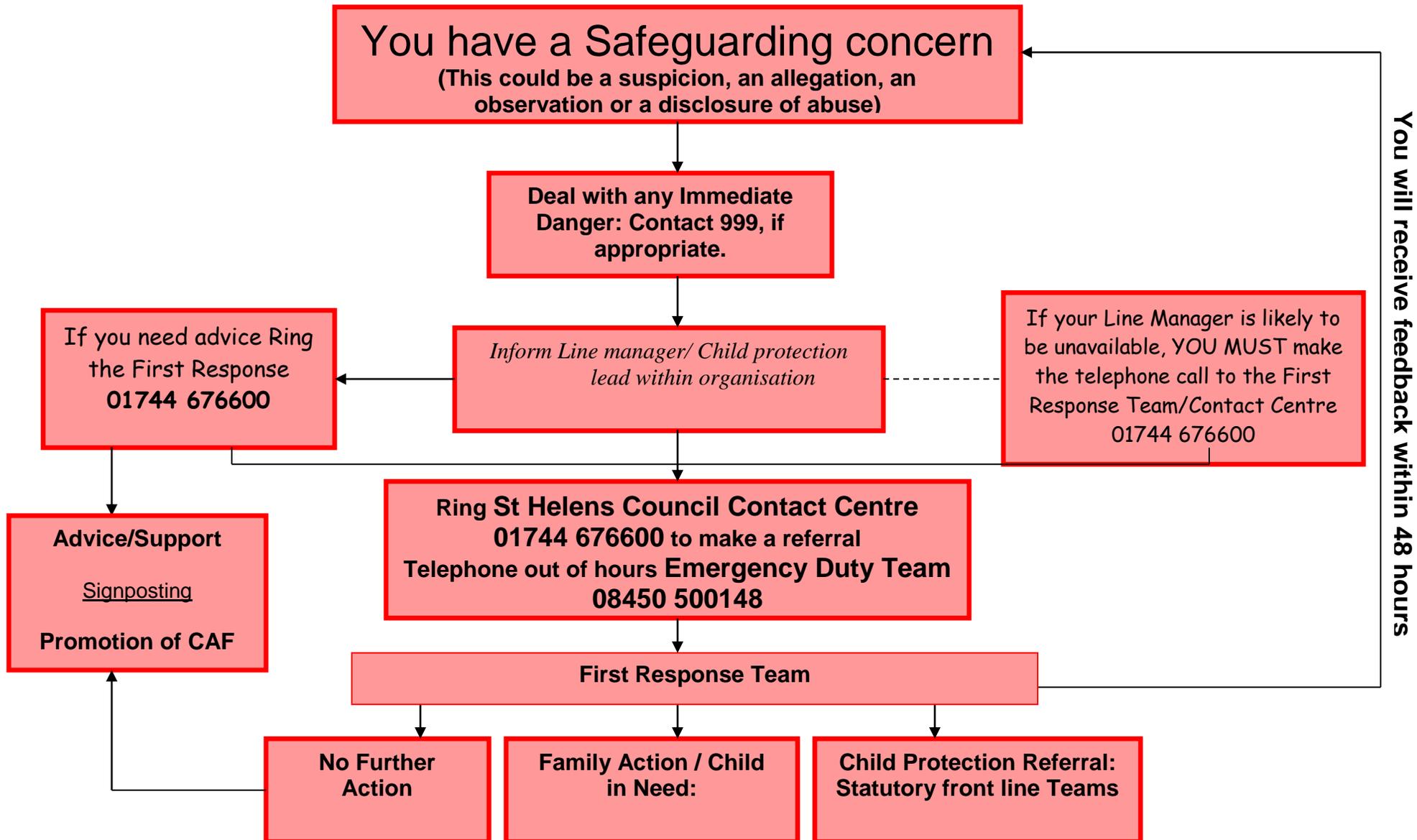
In all cases where information is shared and stored, Sherdley Primary School will endeavour to ensure that the information is :

- Processed lawfully, fairly and in a transparent manner in relation to individuals.
- Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
- Accurate and, where necessary, kept up-to-date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay

In line with Local Authority recommendations, information to be shared at Core Group/FAM or Child Protection conferences should be shared with parents beforehand.

Additional copies are always destroyed.

St Helens Multi-Agency SCP Process for reporting concerns about Children (Under 18)

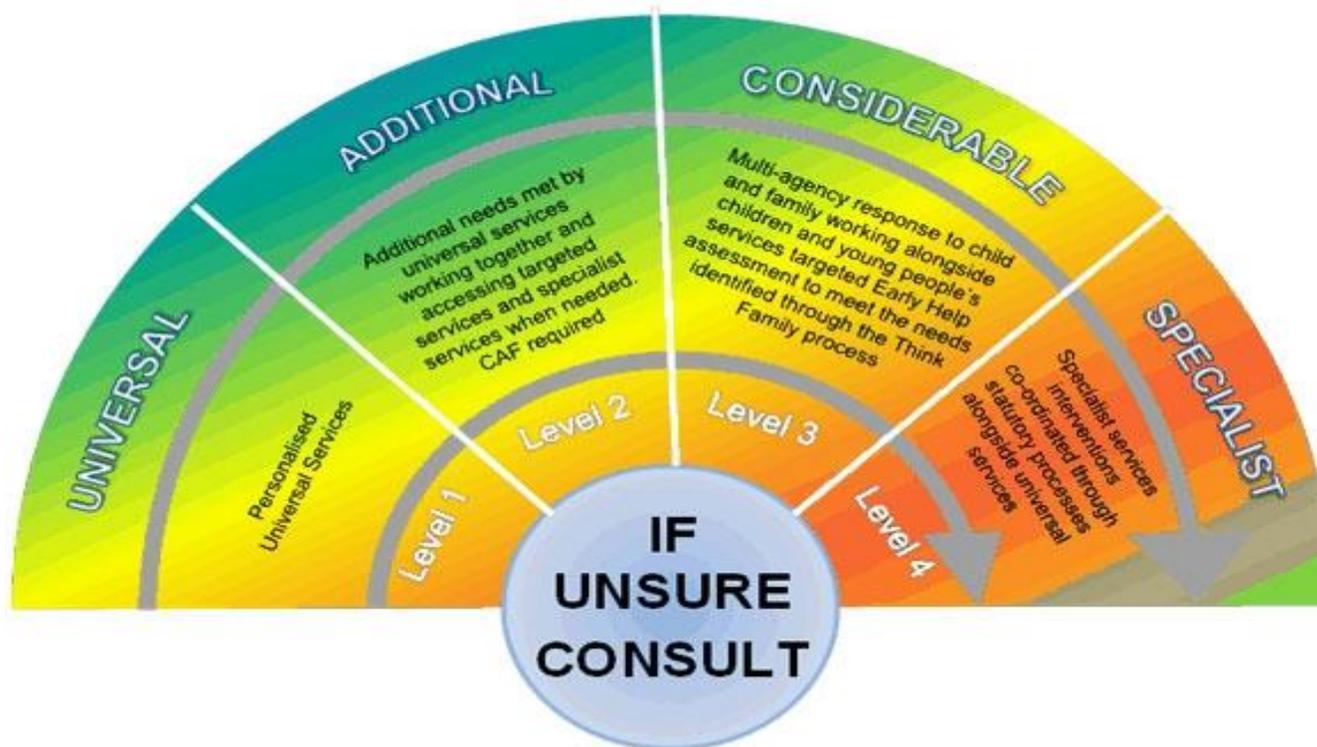


In St Helens, the Continuum of Need has been developed to assist professionals involved with children identify the levels of vulnerability of children and their families.

All agencies and organisations in St Helens operate within the Continuum's thresholds for delivery of services.

The Continuum identifies 4 levels:

- Level 1 Children with no additional needs
- Level 2 Children with additional needs showing early signs of vulnerability
- Level 3 Children in need who require statutory or specialist services
- Level 4 Children who are suffering or likely to suffer significant harm



The Continuum of Need should be used as a reference tool for professionals. Please refer to the CYPS Thresholds of Need document as it highlights how Children and Young People's Services will apply thresholds to referrals made to its services. (<http://sthelenssafeguarding.org.uk/scp>)

Taken from KCSIE September 2019.Types of abuse and neglect

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

21. **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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children.

22. **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.

23. **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.

24. **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

25. **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, for example, 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.

Specific safeguarding issues:

26. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

27. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to : bullying (including cyberbullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; upskirting, which typically involves taking pictures under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

29. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with Serious Crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

34. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. Schools and college leaders and those who work directly with children should read the annex.

Example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking