

**Child Protection & Safeguarding
Policy
for St Nicholas Infant School
(2017)**

This policy was adopted on 20th October 2017

The policy is to be reviewed on 20th October 2018

Designated Safeguarding Lead (DSL): Mrs G. Johnson

Deputy DSL: Mrs R. Gooch & Mrs J. Fitton

Safeguarding Nominated Governor: Mrs A. Tippins

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1. Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act 2002, and in line with government publications: "Working Together to Safeguard Children" 2015, Statutory Guidance for School and Colleges "Keeping Children Safe in Education" September 2016, Revised Safeguarding Statutory Guidance 2 "Framework for the Assessment of Children in Need and their Families" 2000, "What to do if You are Worried a Child is Being Abused" 2015, Safeguarding Vulnerable Groups Act 2006. The guidance reflects "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings" DCSF March 2009 and Medway's Safeguarding Children Board (MSCB) Safeguarding Children Procedures¹

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children. The Governing Body is also committed to working together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes in to contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interest of the child. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children. (Keeping Children Safe in Education, September 2016).

Staff are aware that abuse can be a complex issue and rarely is there a single event that can be summarised in one label. Staff are aware that 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. They may be abused by an adult or adults or another child or children.

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

The aim of this policy is:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident, and know how to approach adults if they are in difficulties, and that they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

¹ The MSCB Child protection Procedures are only available online at www.msccb.org.uk

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured process within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school, who have substantial access to children, have been checked as to their suitability, including verification of their identity, qualifications, a satisfactory DBS check and where necessary a barred-list check (according to guidance)², and that a single central record is kept for audit purposes.

2. Safe School, Safe Staff

We will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy and staff code of conduct
- appropriate action is taken in a timely manner to safeguard and promote children's welfare
- the school operates safer recruitment procedures
- the school has procedures for dealing with allegations of abuse against staff
- a senior leader is the Designated Safeguarding Lead (DSL) with lead responsibility for child protection within the school
- and any Deputy DSLs have been appointed after undertaking appropriate training and can then have appropriately delegated responsibilities
- the DSL undertakes interagency training and DSL training updates every 2 years in line with statutory guidance. (In Medway refresher training is delivered annually)
- All staff members will receive regular safeguarding and child protection updates (*list how the school will achieve this e.g. e-Bulletins, staff meetings or briefings, other training etc.*), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- any weaknesses in Child Protection arrangements are remedied immediately
- the Chair of Governors is the nominated Governor for allegations against the Headteacher
- Child Protection policies and procedures are reviewed annually

The school has a trained DSL and Deputy DSL(s).

- Mrs G. Johnson - Head teacher, is the Designated Safeguarding Lead and is a member of the Senior Leadership Team. The DSL has undertaken the compulsory training delivered through the Medway Safeguarding Team, or by an approved external training provider, and will undertake other training as required, at least every 2 years.

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012 and statutory guidance in "Keeping Children Safe in Education"

- The school has appointed additional staff to deputise for the DSL; Mrs R Gooch, Deputy Head and Mrs J. Fitton, SENCo. Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

All members of school staff and volunteers:

- All members of staff and volunteers are provided with child protection awareness information at induction, included in their arrival pack and the school safeguarding statement so that they know who to discuss a concern with.
- All members of staff have signed in agreement that they have read and understood Keeping Children Safe in Education September 2016 (Part One)
- All other staff and governors have child protection awareness training, updated by the DSL or another approved provider every 3 years, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who makes an allegation about abuse through delivery of the Whole School Training.
- All members of staff, volunteers, and governors are aware of the definitions signs and symptoms of physical, sexual, emotional abuse and neglect.
- All members of staff, volunteers, and governors are aware of wider child protection issues including CSE, Female Genital Mutilation (FGM), honour based violence, radicalisation, online abuse, peer or peer abuse and child engaging in risk taking behaviour.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and the Child Protection Statement (schools could publish on their website).
- Our "Visitors to Schools" policy will ensure the suitability of adults working with children on school sites at all times.
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- Child protection concerns or allegations against adults working in the school are referred to the Headteacher or DSL who will then contact the LADO³ for advice. Any member of staff who has harmed a child or who may pose a risk of harm to a child will be notified to the Disclosure and Barring Service (DBS)⁴. This is for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation or if they resign during an investigation and there is a concern they may pose a risk of harm to children.

Our procedures will be regularly reviewed and up-dated.

The name of the designated members of staff for Child Protection and the Designated Safeguarding Lead, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

³ LADO Local Authority Designated Officer for allegations against staff

⁴ Contact the LADO for guidance in any case. Failure to notify DBS service in appropriate circumstances is a criminal offence.

All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.

Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website.

3. Responsibilities of the Designated Safeguarding Lead

The designated DSL is responsible for:

- Referring a child if there are concerns about possible abuse, to the Children's Social Care Team⁵, and acting as a focal point for staff to discuss concerns.
- Discussing safeguarding concerns about a child with Medway Council's Children's Advice and Duty Service. Unless it would place a child at further risk, school must gain consent from a parent regarding contact with Social Care.
- Keeping written records of concerns about a child in a child's safeguarding file, even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, and are retained in line with policy⁶. A copy of the file to be securely passed to the child's next school or college, separately from the child's education record.
- Ensuring that, if the school holds a safeguarding file on a pupil, a marker is placed on the pupil's records to alert staff to the existence of the safeguarding file
- Liaising with other agencies and professionals in line with Working Together to Safeguard Children
- Ensuring that either they or the staff member attend child protection conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Co-ordinating safeguarding action for individual children
- Ensuring that if any pupil currently with a child protection plan is absent in the educational setting without explanation for two days, this is reported to the child's social worker in Children's Social Care Team.
- Managing and monitoring the school's part in Early Help / Child in Need / Child Protection plans
- Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2016)
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the

⁵ All new referrals go to Children's Advice and Duty service on 01643 334466 operating Monday to Thursday 8.30am to 5.15pm, Friday 8.30am to 4.45pmDSL. In an emergency out of hours, referrals can be made to the Kent and Medway Emergency Duty Team on 03000 419191

⁶ Medway Council Records Management Policy: For children subject to child protection plans schools must retain files until the child's 23rd birthday, for children subject to a child in need plan retain files for 6 years after involvement and for looked after children files are to be retained for 75 years
<http://just4you.medway.gov.uk/directorates/corporateservices/legalservices/informationgovernance.aspx>

DSL, and by all staff and governors; number and type of incidents/cases, and number of children who are subjects of a child protection plan (anonymised)⁷

Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2016, part two

4. Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, and not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children's Services as soon as there is a significant concern
- Providing continuing support to a child about whom there have been concerns and who leaves the school, by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Listening to a child's wishes and feelings.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children, e.g. communication barriers, impact of bullying or indicators of possible abuse are related to a child's disability without further exploration.

5. Confidentiality and Information Sharing

We recognise that all matters relating to child protection are confidential. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff are aware that they cannot promise a child to keep secrets that might compromise the child's safety or wellbeing. The Headteacher or DSLs will disclose any information about a child to other members of staff on a need-to-know basis only.⁸

⁷ Format for the Governors Annual Report is available on the Medway's School Forum or MSCB website.

⁸ Guidance about sharing information, can be found in the DfE booklet 'Information sharing: advice for practitioners providing safeguarding services' Ref: DFE-00128-2015

School and colleges are aware of the importance of inter agency working to promote the welfare of children and protection them from harm. This includes providing coordinated support and contributing to inter agency plans including early help, children in need and child protection.

Governing bodies and proprietors are aware of the importance of information sharing between professionals and local agencies.⁹

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Advice and Duty Team at the Children's Social Care Services, on this point.

6. Anti-Bullying and Peer on Peer Abuse

Our school policy on anti-bullying and peer on peer abuse is set out in a separate document and all staff acknowledges that, to allow or condone bullying may lead to concerns being escalated to senior management and consideration will be given to a referral to Children's Social Care dependent on the concerns.

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include but not limited to: bullying (including cyber bullying), gender based violence/ sexual assaults and sexting. Staff are clear on the schools policy and procedure regarding peer on peer abuse

All staff are aware that some children perceived as being different are more susceptible to being bullied / victims of child abuse.

7. Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration to contact Children's Social Care or the Police. We keep a log of racist incidents.

8. Recognition and Categories of abuse

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 2. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2016 (see appendix 5) and 'What to do if you are worried a child is being abused' 2015.
- Abuse and neglect can happen over a period of time, but can also be a one-off event.

⁹ Further details can be found in Chapter One working together to safeguard children and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.

- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

9. Prevention of harm

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes and asking pupils to contribute to the development of school safeguarding policies
- Ensure that all children know there is an adult in the school who they can approach if they are worried or in difficulty.
- Include across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, knives and gang activity, radicalisation and extremism, e-safety, relationships (including sexual relationships), risks associated with, water, fire, roads and railways. Also focused work in preparation for transition the next stage in education and personal safety/independent travel.
- follow formal procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation

A) Child Sexual Exploitation (CSE)

Professionals in all agencies need to be alert to the possibility that children can be at risk of sexual exploitation.

St Nicholas Infant School identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Staff are aware that CSE does not always involve physical contact and can occur online.

St Nicholas Infant School is aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex or sexual or 'grooming behaviour' is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming.

B) Honour Based Violence

Members of staff at St Nicholas Infant School are aware that 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

All members of staff will follow the school and MSCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

C) Female Genital Mutilation (FGM) mandatory reporting duty

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Teachers and other members of staff will report concerns to the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.¹⁰

D) Forced Marriage

Staff are aware that forcing a person into a marriage is a crime in England and Wales. The Forced Marriage Unit has published Multi-agency guidelines¹¹, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

E) Preventing Radicalisation under The Counter-Terrorism and Security Act

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Every member of staff at St Nicholas Infant School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

¹⁰ Please refer to "Mandatory Reporting of Female Genital Mutilation – procedural information" Annex A: FGM Mandatory Reporting Process Map for 'known' cases and the current process

¹¹ Multi-agency practice guidelines: Handling cases of Forced Marriage, June 2014

Every member of staff and governors of St Nicholas Infant School has completed an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process.¹² This awareness and training is in accordance with current statutory guidance.¹³

The Designated Safeguarding Lead has attended additional training on the Prevent Duty and is in accordance with current statutory guidance.¹⁴ The DSL will ensure that any new information around Prevent is disseminated with staff and review how the school protects child online.

St Nicholas Infant School also ensure that we use time within the school year to allow pupils to explore controversial issues in a safe environment. All staff want to increase children's resilience and make them aware of how they influence and participate in decision making. We promote pupils' spiritual, moral, social and cultural development and within this, Fundamental British Values.¹⁵

F) Children Missing from Education

"Children missing from education" refers to all children of compulsory school age who are not on a school roll or being educated otherwise (e.g. privately or in alternative provision) or who have been out of any educational provision for a substantial period of time.

As a result of daily registration, schools are particularly well placed to notice when a child has gone missing, including during the school day. If a member of school/educational establishment/college staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/ carers, what has happened. If this is not possible, or the child is missing, the DSL would meet with the class teacher and assess the child's vulnerability.

It is recognised by St Nicholas Infant School that some children may be missing from education because they are suffering from abuse or neglect. In addition, Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or other types of harm as well as missing education.

Where the risk of harm is suspected, the DSL of St Nicholas Infant School would consider a discussion with parents, if appropriate, reporting the child missing to the police and contacting Children's Social Care.

10. Health & Safety

School has a duty to ensure the safety of children whilst on the school site and therefore a responsibility for making the site secure.

¹² Awareness Training (channel programme) can be found at www.preventforschools.org

¹³ The Prevent duty: Departmental Advice for schools and childcare providers (2015)

¹⁴ The Prevent duty: Departmental Advice for schools and childcare providers (2015)

¹⁵ The Prevent duty: Departmental Advice for schools and childcare providers (2015)

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors' log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. Schools have a responsibility for identifying approved adults who are collecting children from school.

The school will not accept the behaviour of any parent or individual that threatens the school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in the decision to refuse access onto the school site for that individual.

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to Internet use, and when away from the school and undertaking school trips and visits.

11. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom, and that at all times it must be the minimal force necessary to prevent injury to another person¹⁶. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained in Positive Handling Techniques.¹⁷

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.¹⁸

12. Safer Recruitment

St Nicholas Infant School creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might cause harm to children. The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

¹⁶ Behaviour and discipline in schools: Advice for headteachers and school staff January 2016

¹⁷ Training on Team Teach is one agency available for training .

¹⁸ 'Guidance on Safer Working Practices is available on the DfE website

St Nicholas Infant School has staff who are safer recruitment trained in line with government requirements, this includes the Headteacher – Mrs G. Johnson and a member of the governing body, Mrs L. Prudence – Co-opted Governor.

13. Allegations against staff

All Staff should be aware of Medway’s Guidance on Behaviour Issues, and the school’s own Behaviour Management policy.

Guidance about conduct and safe practice, including safe use of ICT or mobile devices including use of social media by staff and volunteers will be given at induction¹⁹

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person’s conduct may have harmed or present a risk of harm to children or be, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher²⁰.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)²¹.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO and HR services, without notifying the Headteacher first. If the Headteacher is also the sole proprietor of an independent school, allegations will be reported directly to the local authority.

Any member of staff who believes with reasonable cause that allegations about staff are not being referred to the LADO or handled appropriately they may refer the matter directly to the LADO.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and HR services in making this decision. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice from the LADO and HR services.

All school staff should take care not to place children in a vulnerable position. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

¹⁹ Refer to “Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings” available on the DfE website.

²⁰ or Chair of Governors in the event of an allegation against the Headteacher

²¹ For more information and to obtain the form required to refer to the LADO please follow

<http://www.msrb.org.uk/practitionersandvolunteers/lado-1.aspx>

14. Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff and volunteers should feel able to raise concerns about practice and potential failures in the school safeguarding regime. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO or the Education Safeguarding Lead, following the Whistleblowing Policy.

If a member of staff feels unable to raise an issue with their employer or feel that genuine concerns are not being addressed, staff can use the NSPCC whistleblowing helpline/ Staff 0800 0280285 or email help@nspcc.org .

15. Supporting Staff

Through the existing school system of performance management, mentoring and staff consultation arrangements we will ensure that staff have routine opportunities to reflect on the well-being of their students and to consider if there are any safeguarding concerns or suspicions.²²

All staff and volunteers who require supervision when working with or supervising children will be monitored as set out in 'Keeping Children Safe in Education' by staff who are appropriately briefed about supervision responsibilities.

We recognise that staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing regular sessions to talk through their anxieties with a named colleague and to seek further support as appropriate, and decisions made in these meetings will be recorded²³.

²² The MSCB recommends that all staff in contact with children have opportunities for 'reflective' discussions about children in their care as safeguarding concerns are more readily identified.

²³ MSCB Policy "A Framework for Safeguarding Practice Reflection"

16. Monitoring and Evaluation

“Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education” (Inspecting safeguarding in early years, education and skills settings, Ofsted August 2016)

We are aware that child protection and safeguarding are fundamental to the welfare of all children in our care. This Policy, therefore, should be read in conjunction with the wider safeguarding policies as listed below.

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- Senior Leadership Team (SLT) ‘drop ins’ and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body (GB) minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of outside school activities – eg breakfast and after school clubs and nurture groups etc.

This policy also links to our policies on: (delete or add as appropriate):

- *Behaviour,*
- *Whistleblowing,*
- *Bullying/ Anti-bullying,*
- *Racism/ Anti-Racism*
- *Health & Safety*
- *Allegations against staff,*
- *Parental concerns,*
- *Attendance,*
- *PSHE*
- *Administration of medicines*
- *Drug Education*
- *Sex and Relationships Education*
- *E-Safety, including staff use of mobile phones*
- *Risk Assessment*
- *Recruitment*
- *Behaviour Management Policy and Guidelines for the Use of Physical Intervention*
- *Health and Safety Policy*
- *Procedures for Managing Allegations Against Staff*
- *Teachers Standards 2012*
- *Staff Code of Conduct 2012*
- *Safer Recruitment Guidelines*
- *Lone Working Policy*
- *Keeping children safe in education: childcare disqualification requirements*

Revised by Stephanie Pell, LADO Team, April 2017

Chronology

School: _____

Name of child:

Date of birth:

Date & Time	Event Description	Recorded by (RB) & Reported to (RT)	Reference to any other relevant documentation

**Confidential
safeguarding
record form**



DSL record of action

School: _____

Name of child:

Date of birth:

Date	Action	Signature

**Confidential
safeguarding
record form**



Record of Concern

School: _____

Name of child: _____ date of birth: _____

Name and position of person completing the form (please print): _____

Date and time of incident:	
Incident:	
Name of witnesses and any other information:	Action taken:
Signature	Date (ddmmyy) and time form completed:

Name of DSL that has reviewed the Incident report:.....

Date incident report received:

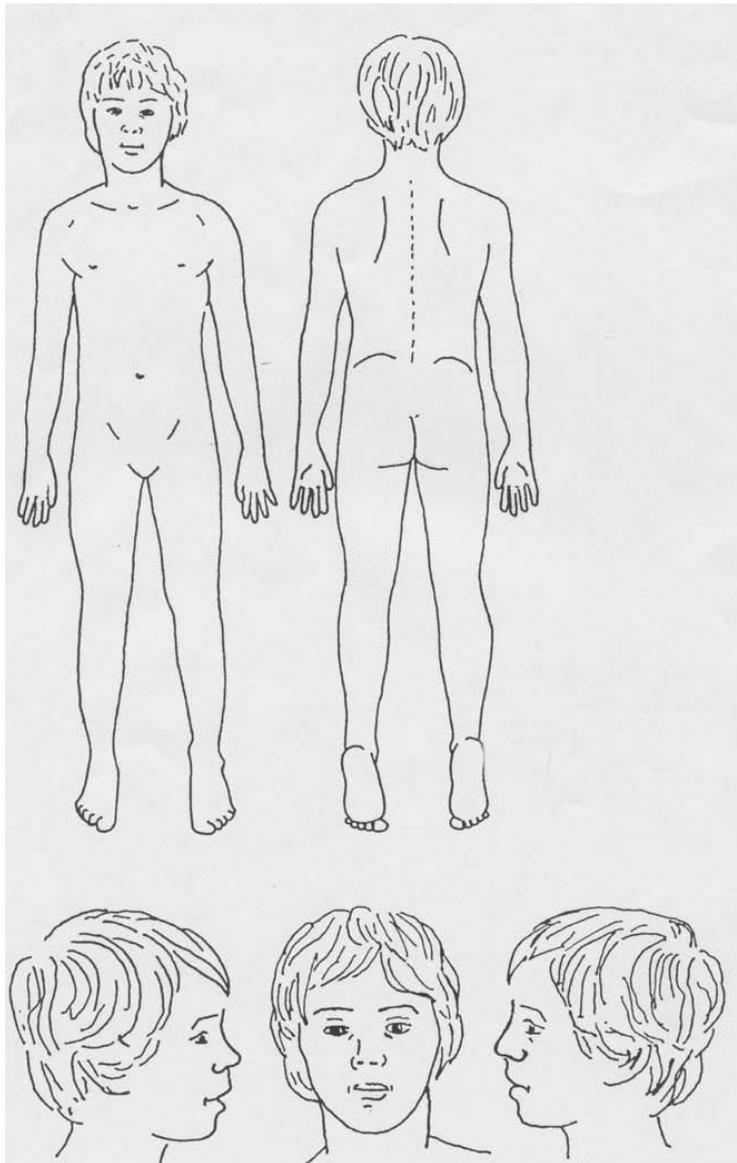
NB. Schools may choose to have this form printed/ saved on a different colour paper to make it more apparent to safeguarding staff that a welfare concern/ incident has been raised.

**Confidential
safeguarding
record form**

School: _____

Body map (to be used in conjunction with a record of concern form)

Name of child: _____ date of birth _____



Signature	Date (dd/mm/y) and time form completed.
Print name	

Name of DSL that has reviewed the Incident report:.....

Date incident report received:

Guidance for Professionals calling Children's Advice and Duty Service (CADs)

Information required for phone consultation with CADS

1) Personal details:

- Name, DoB, ethnicity and address of the child
- Name, DoB, ethnicity and address of siblings and parents
- Contact telephone numbers for parents
- Details of any other professionals involved

2) Consent?

- Have you informed parents that you are speaking with children's services?
- This should be gained before your consultation, unless you believe that a child is at imminent risk of significant harm.

3) Specific details of the issues you wish to discuss:

- What, when, how often, has it happened before, have you seen it?
- Difference today from previous occasions that has prompted your call?
- Have you taken any action? What has worked?

4) Details of your relationship with the child/family:

- How well do you know this child/family?
- When was the last time you had direct contact with them?

5) What outcome would you like to see for this child?

If you are making a referral to Children's Social Care, professionals should make reference to "**Medway Inter-Agency Threshold Criteria for Children in Need**"²⁴. This document provides guidance for professionals and service users, to clarify the circumstances in which to refer a child to a specific agency to address an individual need, to carry out a Common Assessment Framework (CAF) or refer to Children's Social Care in Medway.