



# Child Protection and Safeguarding Policy 2016-2017

This policy was updated April 2017

Signed .....

**Gary, Acting Headteacher**

Signed .....

**Eric Fairchild, Chair of Governors/Committee**

This policy is due for review in October 2017

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## **1. Policy statement and principals**

The health, safety and welfare of all children are of paramount importance to the adults who work in Reevy Hill Primary School. Our aim is to provide a safe environment in which they can learn. We believe children have the right to protection regardless of age, disability, gender, race, religion or belief and recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities and those living in adverse circumstances.

We are committed to safeguarding against all forms of exploitation (sexual, female genital mutilation, forced marriages and internet safety) and safeguarding the school community from extremism and the vulnerability to radicalisation. We expect all adults working in school to share in this commitment and understand they have a role to play in safeguarding children and will always act in the child's best interest. We accept that at the school we are in a position to identify children who may benefit from early help.

In the school we aim to:

- provide a safe, caring, positive and stimulating environment for children to learn in;
- support the child's development in ways that will foster security, confidence and independence
- provide an environment in which children can feel safe, secure valued and respected and feel confident to approach adults if they are in difficulties believing they will be listened to and have their concerns acted upon
- provide a stable environment where children can develop an on-going relationship of trust with those helping them and receive support in their own right
- ensure all children make good educational progress recognising that abuse and neglect can result in underachievement
- encourage children to develop appropriate attitudes and behaviour and to make them aware of the impact of their decisions on others (the teaching of Personal, Social and Health Education and Citizenship, as part of the National Curriculum, and the regular use of the SEAL resources). We will teach them how to recognise different risks in different situations and how to behave in response to them. We will assist them in putting forward their views
- take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a pupil

The policy:

- outlines what actions the school will take to ensure that children remain safe, at home as well as at the school;
- raises the awareness of all staff to safeguarding issues and defines their roles and responsibilities in reporting possible cases of abuse;
- provides a means of monitoring children who are suffering or thought to be at risk of harm; and outlines the structured procedure within The school in cases of suspected abuse;
- ensures effective communication between all staff on child protection issues;
- promotes effective working relationships with other agencies especially Social Care, the Police, Health and other services
- ensures all staff receive appropriate training, guidance and support to undertake effective safeguarding of pupils.

## **Our Vision -**

We are privileged to teach your children; we have confidence that our children can believe in their dreams and we encourage them to.

We recognise that they are the doctors, scientists, artists, athletes and leaders of the future. We aim to inspire a passion for learning and to develop confidence in their own ability to achieve beyond their potential.

We aim to provide a safe, nurturing environment where children become aspirational, resilient, respectful and independent.

This policy is one of a series in the school's integrated safeguarding portfolio. It acknowledges Bradford Safeguarding Children Board (BSCB) child protection procedures, <http://www.bradford-scb.org.uk/documents.htm>, the following Department of Education statutory and best practice guidance;

- *Keeping children safe in education (September 2016)*
- *The Education (Independent School Standards) Regulations 2014*
- *Working together to safeguard children (March 2015)*
- *What to do if you're worried a child is being abused (March 2015)*
- *Information sharing – Advice for safeguarding practitioners' (March 2015)*
- *The Counter-terrorism and Security Act 2015 (section 26 Prevent duty)*
- *Disqualification under the Childcare Act 2006 (February 2015)*
- *Safer working Practice Guidance (October 2015)*
- *Children missing education (September 2016)*
- *UKCCIS Guideline: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016)*
- *Serious Crime Act (2015) (section B of the Female Mutilation Act 2003 (as inserted by section 74)*
- *Pupil Registration (England) Regulations 2006 (as amended 2016)*
- *Children Act 1989 (as amended 2004 s52)*
- *The Teacher Standards' 2012*
- *Equality Act 2010*

The procedures contained in this policy apply to all staff, volunteers and governors.

We ensure that all staff read at least Part one and Annex A of *Keeping children safe in education September 2016* guidance, which is provided at induction and ensure mechanisms are in place to assist staff to understand and discharge their role and responsibilities in accordance with this guidance.

**Safeguarding** and promoting the welfare of children is defined for the purpose of this guidance 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.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## 2. Roles and responsibilities

### Key personnel

**The Designated safeguarding lead (DSL) is: Gary Stott, Acting Headteacher**

**Deputy Designated Leads** are;

**Debbie Cox** – Parental Involvement Worker

**Penny Ratcliffe**, Assistant Headteacher

Designated teacher to promote the educational achievement of Looked after children and Prevent is:  
**Gary Stott**

The nominated governor for child protection is **Eric Fairchild**, Chair of Governors

Contact for the above can be made through the school office:

Telephone: 01274 67759 Email: [office@reevyhill.bradford.sch.uk](mailto:office@reevyhill.bradford.sch.uk)

Contact details for Children's Social Care Initial Contact Point can be found by using the online tool <https://www.gov.uk/report-child-abuse-to-local-council> and in Appendix 1.

**The governing body** ensures that the school ('s):

- comply with their duties under legislation and have regard to legislation and guidance to ensure that policies, procedures and training in the school are effective and comply with the law at all times. This includes having an effective Child Protection and Safeguarding Policy and a Staff Handbook
- takes appropriate action, in a timely manner, to safeguard and promote children's welfare
- appoints a DSL for child protection and safeguarding, who is a member of the senior leadership team to take leadership responsibility for safeguarding arrangements and who has undertaken training in inter-agency working, in addition to basic child protection training
- staff are provided with the school's safeguarding policies, Part one and Annex A of *Keeping children safe in education September 2016*, and the role of the DSL at induction
- a proportional risk based approach is taken with regards to the level of information provided to temporary staff and volunteers
- suite of safeguarding policies are available publicly on the school's website
- appropriate safeguarding procedures are in place, developed in accordance with the government's missing child and adult strategy and the department's Children Missing Education guidance, to respond to children who go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future.
- DSL provides support to staff members to carry out their safeguarding duties and their role is explicit in the role holder's job description, details of which can be found in (Appendix 2)
- deputy designated leads are trained to the same standard as the DSL, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all the functions of the

role

- safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Bradford Safeguarding Children Board (BSCB), including a Staff Handbook which is reviewed annually
- whilst activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and will not be delegated
- DSL and deputies liaise with local authority and work with other agencies in line with Working together to safeguard children March 2015, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers and safeguarding procedures set up by BSCB; including understanding and reflecting local protocols for assessment and request for information
- fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children
- have procedures for handling allegations of abuse made against members of staff and volunteers, including allegations made against the Headteacher, as set out in the school 's *Allegations of Abuse against Staff Policy*
- staff recognise that children are capable of abusing their peers and have procedures to minimise the risk of peer on peer abuse
- have procedures to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- has a written *Safer Recruitment Policy* and procedures in place to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Ensuring at least one person on any appointment panel has undertaken safer recruitment training
- develops a training strategy that ensures all staff, including the Headteacher, receive information about the school 's safeguarding arrangements on induction and appropriate safeguarding and child protection training, which is regularly updated and is in line with advice from BSCB. In addition, all staff members will receive safeguarding and child protection updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- the DSL receives updated training every two years. In addition to formal training their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role
- recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and allows staff to contribute to and shape safeguarding arrangements and policies
- during term time (school hours) there is always cover for the DSL role and adequate and appropriate cover arrangements for any out of hours/out of term activities
- provides a coordinated offer of early help when additional needs of children are identified, contribute to inter-agency plans and provide additional support to children subject to child protection plans. Allowing access for children's social care to conduct, or consider whether to conduct, a section 17 or a section 47 assessment
- staff members do not agree confidentiality, have a child-centred approach and always act in the best interest of the child
- appoints a designated teacher to promote the educational achievement of children who are looked after. The designated teacher is appropriately trained, ensures staff have the skills, knowledge and understanding necessary to keep looked after children safe and works with the Virtual School Head
- recognises that children with special educational need (SEN) and disabilities can face additional

- maintains a single central record, which covers all staff (including governors, supply staff, and teacher trainees on salaried routes) who work at the school
- consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) and/or through sex and relationship education (SRE)
- has appropriate filters and monitoring systems in place, with careful consideration to ensure that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards online teaching and safeguarding, in line with Annex C of *Keeping children safe in education September 2016*

The governing body has nominated a member, see above, responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

**The Headteacher ensures:**

- policies adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are implemented and followed by all staff
- all staff read at least Part one and Annex A of *Keeping children safe in education September 2016* guidance and there are mechanisms in place to assist staff to understand and discharge their role and responsibilities in accordance with this guidance
- all child protection concerns are placed on the CPOM's system, accessed and followed up immediately and at all stages utmost confidentiality is observed
- there is sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with our whistleblowing procedures
- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- the DSL will liaise with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff, before taking any action

Contact details for the LADO are:

Frank Hand- Service Manager  
 Children's Safeguarding and Reviewing Unit  
 Sir Henry Mitchell House  
 4 Manchester Road  
 Bradford  
 BD5 0QL  
 01274 434343  
[Frank.hand@bradford.gov.uk](mailto:Frank.hand@bradford.gov.uk)

- make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned

**Designated Safeguarding Lead** will work in accordance with the DSL role description as detailed in Appendix 2

**All staff;**

- will read at least Part one of *Keeping children safe in education September 2016 and Annex A, the school's Child Protection and Safeguarding Policy and Staff Handbook*, immediately raising any concerns they may have around discharging their role and responsibilities with the DSL

- understand safeguarding and promoting the welfare of children is everyone's responsibility and will consider, at all times, what is in the best interest of the child
- will be prepared to identify children who may benefit from early help and discuss all concerns with the DSL
- will be aware of the signs of abuse and neglect and maintain an attitude of '*it could happen here*'
- know what procedures to follow if a child tells them they are being abused
- follow the referral process in Appendix 1 if they have a concern
- understand that if a child is in immediate danger or is at risk of harm, they can make an immediate referral to children's social care and/or the police. Informing the DSL as soon as possible that a referral has been made
- never promise a child they will not tell anyone about a disclosure
- if after a referral the child's situation does not appear to be improving, will press for reconsideration to ensure their concerns have been addressed until the child's situation improves
- know how to manage the requirement to maintain an appropriate level of confidentiality
- record on CPOMS all concerns, discussions and decisions made and the reason for the decision
- refer concerns about another staff member to the Headteacher. If the concern is about the Headteacher, refer their concern to the chair of governors.

### **The School Community**

The school recognises that it plays a significant part in the prevention of harm to children by providing them with good lines of communication, with trusted adults, supportive friends and an ethos of protection. The school 'Safeguarding Team' is a skilled body of adults who are very experienced in dealing with safeguarding concerns.

### **3. Good practice guidelines and staff handbook**

To meet and maintain our responsibilities towards pupils, all staff form part of our wider safeguarding system, as described in *Working together to safeguard children March 2015*, and are prepared to identify children who may benefit from early help, are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and know what to do if a child tells them he/she is being abused and neglected.

In addition, we have agreed standards of good practice a code of conduct for all staff. The school's Staff Handbook sets out our expectations of staff and is provided along with this policy and the role of the DSL to all staff members at induction.

Reevy Hill Primary School aims to be an inclusive school, committed to tackling discrimination and promoting equality of opportunity. If anyone ever feels unjustly treated, then the school welcomes and values a response.

### **4. Abuse of trust**

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff understand that a position of trust is a position or occupation that often has power or authority over a child's life and in some cases an influence on the future of that child. Under the 'Position of Trust' offence individuals working in educational institutions are said to be in positions of trust. Under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

### **5. Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase

in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- with special educational needs (SEN) and disabilities
- involved directly or indirectly in child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM) or forced marriage
- at risk of radicalisation (The Prevent duty)
- at risk of so-called honour based violence (HBV)
- young carers
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality

*This list provides examples of additionally vulnerable groups and is not exhaustive.*

## **6. Children missing education**

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse and neglect and such children are at risk of being victims of harm, exploitation or radicalisation. All staff are alert to the signs to look out for and are aware of individual triggers such as travelling to conflict zones, female genital mutilation and forced marriage. The school complies to its duty to have an Admission and Attendance Register and places all pupils on both. The school follows its duty to report to the local authority if a pupil fails to attend school on an agreed start date, fails to attend the school regularly, or has been absent without our permission for 10 school days or more, at such intervals as instructed by the local authority. We will notify the local authority, within five days, when a pupil's name is added to the Admission Register. When a pupil's name is deleted from the Register, we will notify the local authority as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted, as set out in the Education (Pupil Registration) (England) Regulations 2006 as amended.

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone/text immediately. If there is no notification, the school has a policy of phoning/texting home to ascertain each child's whereabouts.

The school works closely with the Local Education Authority's Welfare Officer whenever a child's attendance and punctuality causes concern. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions and follow procedures in our *Missing Child in Education Policy*.

### **7. Helping children to keep themselves safe**

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, and tackling bullying procedures, including peer-on-peer abuse. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

The school recognises the statutory duty, since April 2014, to publish information about the content of our PSHE curriculum on our school website.

### **8. Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating the DSL as a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies

### **9. Complaints procedure**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher and governors.

Complaints from staff are dealt with under the school's grievance and/or disciplinary procedures.

### **10. If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's *Whistleblowing Policy* enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should immediately be reported to the Headteacher or DSL. Complaints about the Headteacher should immediately be reported to the chair of governors.

Staff may also report their concerns directly to local authority children's social care, the police or the NSPCC whistleblowing helpline if they believe direct reporting is necessary to secure action.

### **11. Allegations against staff and other children**

If an allegation is made against a member of staff, we will follow set procedures as laid out in our *Allegations of Abuse Against Staff Policy*. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject of the allegation. Suspension is not the automatic response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step.

Allegations against staff should be reported to the Headteacher without delay. Where that is not possible it should be reported to the DSL. Allegations against the Headteacher should be reported to the named governor for child protection without delay. Staff may also report their concerns directly to local authority children's social care, the police or the NSPCC whistleblowing helpline, if they believe direct reporting is necessary to secure action.

At Reevy Hill Primary School, we believe that all children have a right to attend the school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. Occasionally, allegations may be made against other children in the school. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others or may be subjected to 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. We believe abuse is abuse and will not be tolerated or passed off as 'banter' or 'part of growing up', their behaviour will be dealt with under the school's *Behaviour Policy*. All allegations of this nature are reported immediately to the Headteacher for investigation and action. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). It may be appropriate to exclude the pupil being complained about for a period of time.

### **12. Staff training**

All new members of staff (including volunteers) will receive an induction and safeguarding awareness training, which will give an overview of the organisation, ensure they know its purpose, values, services, structure and to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff will be expected to attend safeguarding training regularly, at least annually, in order to provide them with relevant skills and knowledge to safeguard children effectively.

New staff and governors will receive an explanation during their induction which includes the school's safeguarding policies, reporting and recording arrangements, the Staff Handbook, details for the DSL and at least Part one and Annex A of *Keeping children safe in education September 2016*.

The DSL will receive training updated at least every two years. In addition to formal training their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any

developments relevant to their role.

### **13. Safer recruitment**

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following our *Safer Recruitment Policy* which has been written in line with the guidance in *Keeping children safe in education September 2016* and BSCB.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history
- provide two referees, including one from the applicant's latest employer and one from someone who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be Enhanced DBS checked and Barred List checked as appropriate to their role
- Section 128 direction, as appropriate
- complete a declaration in accordance with the Disqualification under the Childcare Act (2006) if the role meets the required criteria
- establish their right to work in the UK
- carry out further checks if lived or worked outside the UK (includes EEA teacher sanctions and restrictions)
- carry out prohibition from teaching checked for everyone in teaching work
- be interviewed.

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

- At least one member of each recruitment panel will have attended safer recruitment training
- All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding suite of policies and identification of their safeguarding training needs
- All staff are required to confirm they have received a copy of the Part One *Keeping Children Safe in Education September 2016 and Annex A*, the school's Child Protection and Safeguarding Policy and Staff Handbook
- The school obtains written confirmation from supply and third-party agencies that they have carried out the checks on an individual, who will be working at the school, that the school would otherwise perform

### **Volunteers**

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in the school regularly or over a longer period, they will undergo checks commensurate with their work in the school and contact with pupils. The outcomes of the checks carried out are held in the Single Central Record.

### **Governors**

Following amendment to legislation (18<sup>th</sup> March 2016). All governors must have an Enhanced DBS certificate. New governors must apply for a DBS certificate within 21 days of being appointed.

In addition, we will check that a person taking up a management position, as described at paragraph 99 of *Keeping children safe in education September 2016*, is not subject to a section 128 direction made by the Secretary of State.

### **Contractors**

The school obtains written notification from any agency, or third-party organisation that the organisation has carried out the checks that the school would otherwise perform. Such considerations will be made explicit in any contract or service level agreement with the provider.

The school will check that the person presenting themselves for work is the same person on whom the checks have been made.

### **14. Site security**

Reevy Hill Primary School provides a secure site, access gained through a security system, but the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the school's *Visitors Code of Conduct Policy*. Laxity can cause potential problems to safeguarding.

The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **15. Extended and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own child protection and safeguarding suite of policies and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. Such considerations will be made explicit in any contract or service level agreement with the provider.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding and child protection arrangements are in place.

### **16. Photography and images**

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash. We will not allow others to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. Permission from parents will be sought as children enter each key stage.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Members of staff may use school equipment to take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school.

### **17. e-Safety/online safety**

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's *e-Safety Policy* explains how we try to keep pupils safe in the school. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour.

The school has appropriate filters and appropriate monitoring systems in place to ensure pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. Every effort is made to encourage pupils not to give out their personal details.

Staff also receive advice regarding the use of social networking and electronic communication with pupils. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay.

### **18. Health and safety**

Reevy Hill Primary School is committed to the health and safety of its staff, pupils and visitors and ensuring the safety of the school community is of paramount importance. The school's *Health and Safety Policy* provides full details of all health and safety specific procedures.

### **19. Whistleblowing**

We understand that employees are often the first to realise that there may be something seriously wrong within the school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the school. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The school is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we expect employees, and others that we deal with, who have serious concerns about any aspect of the school's work to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis, more details and organisations which may be contacted can be found in our *Whistleblowing Policy*.

### **20. Child protection procedures**

#### **Recognising abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute 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 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.

All staff follow the BSCB's Child Protection Procedures (Appendix 1) which are consistent with *Working together to safeguard children March 2015* and *What to do if you're worried a child is being abused 2015*.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded on CPOMS and discussed with the DSL prior to any discussion with parents.

**Staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play

- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

**It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.**

### **Impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **If you are concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should report on the CPOMS system if the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member **must let the pupil know they cannot keep the information secret** but will keep it private and only pass it on to those who can help them. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils' staff will:

- allow them to speak freely

- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this?
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the DSL, otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the CPOMS system and speak with the DSL to make sure they have been received

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened?’ rather than ‘Did x hit you?’
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any lead alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the DSL
- reassure and support the person as far as possible
- explain that only those who ‘need to know’ will be told
- explain what will happen next and that the person will be involved as appropriate

### **Taking action**

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, refer to police or Children’s Social Care
- report your concern to the DSL, as soon as possible, but definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- report on the CPOMS system and speak with the DSL

- seek support for yourself if you are distressed.

### **Action by the DSL**

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan by ringing Children's Social Care Initial Contact Point
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Designated Officer and/or Children's Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

**OR**

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children's Social Care will be followed up in writing within 24 hours using BSCB's standard referral form.

### **Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. Concerns should be recorded on the CPOMS systems. All new staff will receive training in using CPOMS. If an incident occurs before they receive training they must inform the DSL who will raise the concern on CPOMS with the new member of staff. Any information given will be recorded verbatim where possible and details recorded of the location and description of any injuries seen.

The DSL will respond using the CPOMS system. All CPOMS alerts send an email informing staff involved that they have a CPOMS notification.

All safeguarding information is stored securely on our child protection system CPOMS. This manages confidential information safely and securely. Any paper records or documents will be retained in a 'Child Protection' file, separate from the pupil's main file. This will be locked away and only accessible to the Headteacher and DSL. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL and a receipt of delivery obtained. If the child goes missing from education or is removed from roll to be educated at home, then any child protection file will be sent to the Education Social Work Service.

### **Supporting the Child and Partnership with Parents**

- We recognise that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child

### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where necessary. However, there will be occasions when a pupil’s behaviour warrants a response under child protection rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil’s sexual behaviour will report their concerns to the DSL as soon as possible.

### **Child sexual exploitation (CSE)**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

### **So-called ‘honour-based’ violence (HBV)**

HBV encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and will be handled and escalated as such.

All staff are made aware of the indicators of HBV and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care

### **Female genital mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school’s DSL and involve children’s social care as appropriate.

All staff are made aware of the indicators of FGM and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

All staff are made aware of the indicators of forced marriage and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

### **Preventing Radicalisation**

Protecting children from the risk of radicalisation is seen as part of the school’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

From 1 July 2015 all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

All staff are made aware of the indicators of radicalisation and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

### **Private Fostering**

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

We recognise our mandatory duty to report to the local authority where we are aware or suspect that a child is subject to a private fostering agreement. We will take steps to verify the relationship of the adults to the child who is being registered.

All staff are made aware of the indicators of private fostering and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care

### **British Values**

In line with the advice given under The Prevent duty (2015), we understand we have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We aim to promote the spiritual, moral, social and cultural development of pupils to ensure they leave the school prepared for life in modern Britain.

### **Confidentiality and sharing information**

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed on a 'need to know' basis.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL.

Staff will only discuss concerns with the DSL, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles.

Information is: processed for limited purposes:

- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Electronic information will be recorded on the CPOMS system and security protected and only made available to relevant individuals. Written paper documents and other written information will be stored in a separate file and locked facility.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher or DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on *Confidentiality and Information Sharing* is available to staff, parents and pupils, see information sharing flowchart in Appendix 3

#### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, police or the NSPCC if:

- the situation is an emergency and the DSL, their deputy, the Headteacher or the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child

#### **Special Circumstances**

##### **Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's Virtual School Head for children in care.

##### **Work experience**

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping children safe in education September 2016*.

## **21. Providing a safe and supportive environment**

### **Safeguarding Information for pupils**

Adults in our school take all welfare concerns seriously and encourage pupils to talk to us about anything that worries them. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of the school, their right to be listened to and heard and what steps can be taken to protect them from harm.

### **Use of Reasonable Force**

The DfE released non statutory advice to schools in July 2013 called "*The Use of Reasonable Force – Advice for Headteachers, staff and governing bodies*" Our aim is to work in accordance with this advice to ensure that we maintain a safe and secure school environment for staff and pupils.

### **Partnership with Parents**

The school shares a purpose with parents/carers to educate, keep children safe from harm and have their welfare promoted. We are committed to working with parents/carers positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Reevy Hill Primary school will share with parents/carers any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents/carers to discuss any concerns they may have our DSL's, names of whom have been detailed earlier in this policy. Parents can download a copy of this policy from our website or request a copy from the school office.

### **Partnerships with others**

We recognise that it is essential to establish positive and effective working relationships with other agencies who are partners in the BSCB. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all children.

### **Support, advice and guidance for staff**

Staff will be supported by Bradford Local Authority and professional associations. Supervision provides support, coaching and training for staff and promotes the interests of children and fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues;

- discuss any issues – particularly concerning children's development or well- being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

Regular staff appraisals are carried out to review their practice to ensure they improve; identify any training needs and secure opportunities for continued professional development for staff.

The DSL will be supported by the Governing Body. Advice is available from Children's Social Care Initial Contact Point and the Police Child Abuse Investigation Team.

## **22. Confidentiality**

The school has regard to HM Government, "*Information sharing – Advice for safeguarding practitioners*" (March 2015) where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. The school has a clear and explicit *Confidentiality and Information Sharing Policy*.

The school policy indicates:

- a) When information must be shared with police and Children's Social Care where the child/young person is / may be at risk of significant harm
- b) When the pupil's and/or parent's confidentiality must not be breached
- c) That information is shared on a need to know basis

## **23. Pupil Information**

Our school endeavours to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. However, we are reliant on parents or carers to provide accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from the school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information.

## 24. References and useful contacts

### Websites

Bradford Safeguarding Children Board	<a href="http://www.bradford-scb.org.uk">http://www.bradford-scb.org.uk</a>
Bradford Schools Online	<a href="https://bso.bradford.gov.uk">https://bso.bradford.gov.uk</a>
CAPE (Child Protection in Education)	<a href="http://www.cape.org.uk">www.cape.org.uk</a>
Keeping Children Safe	<a href="http://www.ceop.gov.uk">www.ceop.gov.uk</a>
KS2/3	<a href="http://www.missdorothy.com">www.missdorothy.com</a>
Bullying & child abuse	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Internet Safety	<a href="http://www.ceop.org.uk/thinkuknow">www.ceop.org.uk/thinkuknow</a>
	<a href="http://www.childnet-int.org">www.childnet-int.org</a>
KS2/3	<a href="http://www.kidsmart.org.uk">www.kidsmart.org.uk</a>
Jenny's story	<a href="http://www.childnet-int.org/jenny">www.childnet-int.org/jenny</a>

### NSPCC Child Protection Helpline

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information and advice to anyone concerned about a child at risk of abuse.

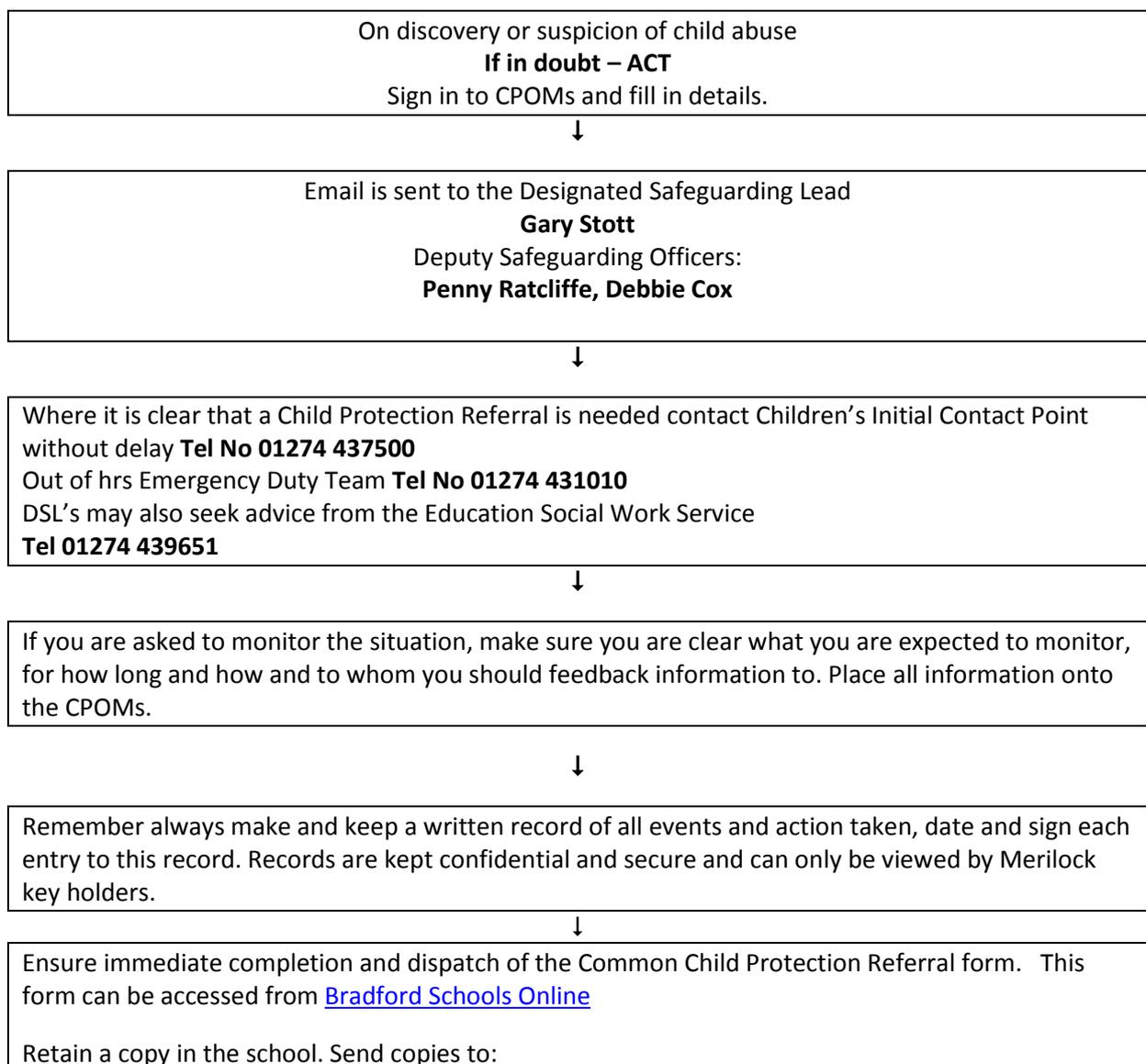
Telephone: 0808 800 5000 - Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### NSPCC Whistleblowing Advice Line

The NSPCC has launched a government funded Whistleblowing Advice Line. This will take calls from professionals from any sector who are worried about the way their, or another, organisation is dealing with child protection issues. Employees who don't feel able to escalate these issues internally can contact the service, as well as those who have been unsuccessful in doing so.

Telephone: 0800 028 0285 (can be contacted anonymously)

### Child Protection Procedures Flow Chart April 2017



- Children’s Social Care
- Principal Education Social Worker Margaret McMillan Tower, Princes Way, Bradford BD1 1NN

### **USEFUL TELEPHONE NUMBERS**

Children’s Social Care Initial Contact Point: 01274 437500

Emergency Duty Team: 01274 431010

Education Social Work Service: 01274 439651

Police: Javelin House, Child Protection Unit: 01274 376061

Appendix 2

## **Role of the Designated Safeguarding Lead**

In accordance with Keeping children safe in education September 2016, the governing body has appointed a Designated Safeguarding Lead (DSL) who is a member of the school’s leadership team take lead responsibility for safeguarding and child protection within the school.

### **Designated Safeguarding Lead main role:**

The DSL is expected to:

#### **Manage referrals**

- Refer cases of suspected abuse to the local authority children’s social care as required;
- Support staff who make referrals to local authority children’s social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

#### **Work with others**

- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” (as per Part four of Keeping children safe in education September 2016) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

#### **Undertake training**

The DSL will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection and safeguarding policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

#### **Raise Awareness**

- The DSL should ensure the school child protection and safeguarding policies are known, understood and used appropriately;
- Ensure the school's child protection and safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection and safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the BSCB or safeguarding support services to make sure staff are aware of training opportunities and the latest local policies.

#### **Child protection file**

- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

#### **Availability**

- During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

#### **Deputy designated safeguarding leads**

All deputy DSL's should be trained to the same standard as the DSL.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility should not be delegated.

Appendix C      Information sharing flowchart (2015)

