

Safeguarding and Child Protection Policy

The Head Teacher and Governing Body with the Designated Safeguarding Lead will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.

General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

Mission statement:

St Michael's CE Primary and Pre School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life
- To achieve these aims all learners, staff, parents and governors will work together to promote our core values of peace, courage and respect.



Safeguarding and Child Protection Policy

Contents

Mission statement, school aims and core values

Introduction and Policy Statement

Good Practice Guidelines

Recognition of Child Abuse and Bullying & Harassment

Definitions of Abuse

Indicators of Abuse

Definition of Bullying

Taking Appropriate Action

Responding to Disclosures

Sharing Concerns with Parents

Sharing Concerns with Professionals

Monitoring and Evaluation

Appendices

Essential Contacts List

Child Protection Summary for all temporary or supply staff

The Designated Safeguarding Lead (DSL) is Mr Nick Wills

Tel: 01202 290 497

The Deputy DSLs are Mr Bob Kennedy and Mrs Jane Goodall

Tel: 01202 290 497

The Designated Safeguarding Lead Governor is Miss Nicola Pearce

Tel: 01202 290 497



Safeguarding and Child Protection Policy

Introduction and Policy Statement

This school recognises that safeguarding is everyone's responsibility (KCSiE 2016).

This policy has been developed in accordance with Section 175 of the Education Act 2002 and regulations under section 157 which place a duty on the governing body to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

The Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Governors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupil's concerns will be listened to and acted upon.

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/ carers and other agencies in order to promote children's welfare.

The Governors will also ensure that the school carries out its statutory duties to report suspected Child Abuse to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect. Schools recognise the contribution they can make to protect and support pupils in their care and co-ordinated offer of early help.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

The purpose of this policy is to:

- Afford protection for our pupils
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding and Child Protection Policy applies to all governors, employees (including supply and peripatetic staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare.



Safeguarding and Child Protection Policy

- It is essential that a member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be aware that they should report any concerns about safeguarding practice or any concerns about staff to the Headteacher (or Chair of Governors if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.

Aims of Policy

- To raise the awareness of all school staff of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare.
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and e-safety

There are three main elements to the school's safeguarding and child protection policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Framework

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection procedures. The school will follow the Local Safeguarding Children's Board's (LSCB) inter-agency procedures.

Specific roles in Safeguarding Children

The school has a nominated safeguarding Governor (Nicola Pearce) who takes the lead responsibility for the Governing body and works closely with the Designated Safeguarding Lead, the Headteacher and Chair of Governors on safeguarding issues.



Safeguarding and Child Protection Policy

The responsibilities of the Governing body in relation to safeguarding are in KCSIE Part 2 and Ofsted Inspecting safeguarding in early years, education and skills settings Annex 1 (see also LSCB guidance).

Designated Safeguarding Lead (DSL) Roles and responsibilities

For guidance on the roles and responsibilities of the DSL, please refer to Keeping Children Safe in Education (KCSiE) 2016 Annex B: Role of the Designated Safeguarding Lead (Appendix 3), which should be referred to in addition to Part two: The management of safeguarding and Bournemouth and Poole Local Safeguarding Children Board guidance (Appendix 4).

The Designated Safeguarding Lead (DSL) is a senior member of staff from the school/college leadership team, designated to take lead responsibility for:

- Safeguarding and child protection (Head leads on allegations against staff)
- Keep secure Child Protection, Children in Need and other plans, write records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Local Safeguarding Children Board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.
- Where any roles of the DSL are delegated to appropriately trained deputies they retain the ultimate lead responsibility
- Undertaking a safeguarding evaluation/audit, report to the SLT and Governing Body.

The DSL is a senior member of staff with time in their job description to do the role

The DSL or deputy should always be available during school or college hours for staff in the school or college to discuss any safeguarding concerns. Therefore the DSL is advised to have at least two deputies to provide safeguarding cover at all times e.g. the DSL may be on planned time away from the school for training etc. and the deputy off sick which could lead to unacceptable delay in protecting a child. In the absence of the DSL, all staff should be aware of which deputy DSL is available

The school will:

- Appoint a lead governor responsible for safeguarding practice within the school
- Appoint a Designated Safeguarding Lead who is a member of the Senior Leadership team and deputies.
- Require teachers, staff and volunteers to read and implement the Bournemouth and Poole LSCB procedures, school policy and good practice guidelines
- Ensure that teachers, staff, contractors and volunteers have completed DBS checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance.



Safeguarding and Child Protection Policy

- Ensure they recruit within the safer recruitment and allegations management training guidelines
- Ensure that the relevant staff have undertaken Common Assessment Framework training and lead professional training
- Undertake relevant safer recruitment training
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed code of conduct and safer working procedures
- Ensure any external contactors using or on school premises are signed up to Child Protection Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements i.e. extended schools
- Have and use an Anti-bullying and Harassment Policy responding to any complaint of bullying within the school, bearing in mind the new Equality Act 2010
- Have an e-safety policy in line with LSCB requirements
- Have a whistle blowing policy where it is safe to discuss concerns
- Treat all pupils with respect regardless of age, sex, ethnicity, disability or sexual orientation
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make the policy available to parents and pupils (via our website or hard copy on request)

Good Practice Guidelines

The **role** of **all staff** is:

- To identify and meet the needs of individual pupils
- To improve achievement through a progressive programme of safe, guided practice and measured performance
- To create an environment in which individuals are motivated to maintain participation and improve performance
- To ensure that children feel secure and are encouraged to talk and share concerns and that they are listened to

All staff have a **responsibility** to:

- Establish and maintain a safe area in which to educate (within the limits of their control)
- Ensure the safety of pupils/minimise risk
- Adhere to the school's staff code of conduct
- Ensure the activities that they offer are appropriate for the age, maturity, experience and ability of the individual
- Encourage and guide participants to take responsibility for their own behaviour and performance
- Protect children from harm and abuse
- Be aware of and follow the government guidelines of 'What to do if you're worried a child is being abused'
- Promote fair play, observation of rules, and the positive aspects of sport
- Treat all young people as individuals, and with respect and dignity
- Fulfil their duty to prevent young people becoming radicalised as laid down in the Counter Terrorism and Security Act 2015



Safeguarding and Child Protection Policy

- Consider reasons for long term pupil absence including the possibility of Female Genital Mutilation

Staff should:

- Adhere to safer working practice, code of conduct and pupil e-mailing and texting policy.
- Avoid spending time alone with individual children (keep doors open if this is unavoidable)
- Whenever possible avoid taking children alone on car journeys. In the event of an emergency and no other option is possible, ensure the child travels in the back of the vehicle with legal expectations adhered to (i.e. booster seat, seat belt etc.)
- Encourage parents/adults to observe teaching sessions and support at school events
- Explain actions clearly when physical guidance is necessary to teach new skills
- Provide a good role model by displaying high personal standards
- Dress appropriately
- Follow restraint guidelines
- Follow relevant policies such as intimate care, whistle blowing, staff Code of Conduct etc.
- Sign a disqualification by association form (all staff may be required to work in EYFS)
- Ensure that transfer of children's files is carried out securely and safely and that transfer of files between schools is acknowledged with a receipt (KCSI 2016)

Staff should not:

- Participate in, or allow sexually provocative activities
- Allow or engage in inappropriate touching
- Breach professional boundaries e.g. personal contact outside school (including via internet or over the phone)
- Allow use of inappropriate language or bullying behaviour by pupils or adults
- Ignore allegations made by a child
- Do things of a personal nature that a child can do for him/herself
- Tolerate or minimise any bullying behaviour

Safety

- The school must ensure that the site is a clean and safe environment for children
- All staff must have an up-to-date copy of the child protection policy and know who the Designated Safeguarding lead and deputies are
- The school must ensure that all incidents are recorded in the appropriate file
- The school must ensure that it has an accurate and up-to-date database detailing contact numbers and medical information. These databases are confidential and stored safely
- The school must ensure that there are regular safety audits of all equipment (first aid kits, fire extinguishers, telephones etc.) and practise the fire drill
- The school must ensure that a responsible adult is on site when children arrive and ensure the full safety of children whilst on site



Safeguarding and Child Protection Policy

Curriculum

The Governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives:

- Developing pupil self-esteem
- Developing communication skills
- Informing about all aspects of risk
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and children & young people
- Developing non-abusive behaviour between pupils and in relationships
- How to respond to and report bullying behaviour
- Use Social and Emotional Aspects of Learning (SEAL) to promote well being

Definitions of Safeguarding and Child Protection

- Safeguarding and promoting the welfare of children is: 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. (KCSIE 2016)
- Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (Working Together 2015 Appendix A glossary)

Definitions of Abuse

What are abuse and neglect?

Abuse and neglect are forms 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. There are four defined types of abuse:

1. **Physical 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 (Fabricated Induced Illness (FII)). Physical harm also includes Female Genital Mutilation (FGM), Faith abuse, Trafficking, Radicalisation and Forced Marriage.

- **'Honour based' violence**

So-called 'honour-based' violence (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.

- **Female genital Mutilation (FGM)**. This 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.



Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

- **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 and colleges can play an important role in safeguarding children from forced marriage.

- **Preventing Radicalisation**

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.

2. **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 cyber bullying), 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, though it may occur alone.

3. **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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.



They may 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.

- **Child Sexual Exploitation (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. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex 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 involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
4. **Neglect** is 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)
 - Ensure access to appropriate medical care or treatment
 - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Indicators of Abuse

Indicators of child abuse may include the following.

1. Physical Abuse

Physical indicators; unexplained bruising, marks or injuries especially on areas of the body where accidental injuries are unlikely, bruises which reflect hand or fingertip marks, cigarette burns, scalds, broken bones (especially in children under 2 years).

Behavioural indicators; fear of going home, fear of parents being contacted, flinching when approached or touched, withdrawn behaviour, reluctance to get changed, running away.



Indicators of FGM

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice Guidelines](#), and Chapter 9 of those Guidelines (p42-44) focuses on the role of schools and colleges.

Indicators of 'Honour based' violence

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage.

Indicators of radicalisation

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation.

2) Emotional Abuse

Physical indicators; failure to grow or thrive, sudden onset of speech disorders, developmental delay.

Behavioural indicators; fear of parents being contacted, excessive fear of making mistakes, unwillingness to play or take part, neurotic behaviour (e.g. hair twisting, rocking), self harm.

3) Sexual Abuse

Physical indicators; stomach pains, bruising or bleeding near the genital area, discomfort when walking or sitting down, vaginal discharge or infection, sexually transmitted disease.

Behavioural indicators; sudden or unexplained changes in behaviour, apparent fear of someone, nightmares, eating problems or disorders, sexual knowledge which is beyond their age or developmental level, acting in a sexually explicit way, sexual drawings or language, substance or drug abuse, unexplained sources of money, not allowed to have friends.

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.



Safeguarding and Child Protection Policy

4) Neglect

Physical indicators; unkempt state, inappropriate clothing, weight loss / underweight, constant hunger, tiredness.

Behavioural indicators; truancy, lateness, missing doctor or hospital appointments, stealing food, few friends, regularly left alone and unsupervised.

Definition of Bullying (See Anti-Bullying policy)

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those bullied to defend themselves.

Anyone can be the target of bullying although victims are typically shy, sensitive and sometimes insecure. It is common for the targets of bullying to be different from others in some obvious way such as overweight, very small, having a disability or being from a different race or culture.

Bullying can be carried out by boys or girls, adults or children.

Bullying can be carried out by:

- Anyone who intimidates or ridicules another.
- Anyone who pushes a pupil too hard.
- Anyone who has an attitude of “win at all costs” and places unacceptable pressure on pupil.

It is important to recognise that bullying may take the form of:

- Physical abuse – hitting, kicking, pinching, hair pulling, happy slapping, etc.
- Verbal abuse – teasing, name-calling, sarcasm, threats, racist or sexist comments.
- Emotional abuse – ridicule, tormenting or humiliation
- If bullying comprises a sexual nature a referral must be made to the Children’s Social Care Assessment Team
- Cyber bullying

Early Help - (Working Together 2015 Chapter 1, KCSIE 2016 (9) and LSCB Levels of Need and Continuum of Support guidance (July 2016))

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help support must be kept under constant review and consideration given to a referral to Children’s Social Care if the child’s situation does not appear to be improving (KCSIE 26). Since February 2017 a referral is made to the Multi Agency Safeguarding Hub (MASH)

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help

- Undertake an assessment of the need for early help
- Provide early help services e.g. School Nurse (Carol Whitton), School Counsellor (Marilyn McGowan BACP, SENCO (Nick Wills), ELSA (Angela Graham, Liz Chatfield, School attendance lead (Jane Goodall), Educational Social Worker (Lisa Hoyle) and breakfast club lead (Carol Murawski)
- Refer to appropriate services e.g. CAMHS, YADAS



Safeguarding and Child Protection Policy

Our Emotional Literacy Support Assistant (ELSA) team have extra drop in sessions around the time of exams to enable pupils to discuss their worries and anxieties and develop coping strategies.

Information regarding outside support agencies for pupils and their parents e.g Childline are available under the 'Parents – keeping your child safe' section of the school website.

Responding to Disclosures (See also Appendix 2)

If a child wishes to confide in you the following guidelines should be adhered to.

Be honest

- Do not make promises that you cannot keep
- Explain that you are likely to have to tell other people in order to stop what is happening

Create a safe environment

- Stay calm
- Reassure the child and stress that he/she is not to blame
- Tell the child that you know how difficult it must have been to confide in you
- Listen to the child and tell them that you believe them and are taking what is being said seriously

Record on the appropriate form exactly what the child has said to you and include;

- Child's name, address, date of birth
- Date and time of any incident
- What the child said and what you said
- Your observations e.g. child's behaviour and emotional state
- Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
- Sign and date the record and provide a copy for Social Care and your records

Be clear about what the child says and what you say.

- Do not interview the child and keep questions to a minimum
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers

Maintain confidentiality

- Only tell those people that it is necessary to inform

Do not take sole responsibility

- Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary
- The DSL should report these concerns to Social Care before the child goes home if still in school. A decision will be made by the MASH whether to convene a strategy meeting, undertake a social care or joint investigation or provide alternative services or advice.
- Although referrals to the MASH would normally be made by the DSL, any other individual with concerns can make a referral.



Safeguarding and Child Protection Policy

Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

Social Care referrals:

Bournemouth MASH: Telephone 01202 458101

Poole MASH: Telephone 01202 735046.

The Dorset Police Safeguarding Referral Unit sru@dorset.pnn.police.uk or 01202 222844

Responding to signs of abuse or neglect

- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection (See KCSiE Part 1 and 'What to do if you're worried a child maybe being abused').
- Staff should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate
- The DSL, SLT or staff will use the LSCB Levels of Need and Continuum of Support guidance (July 2016) when making decisions about appropriate support or referral for a child which taking the 'Four levels of need' and 'Three domains' into account.
- All concerns must be recorded in line with LSCB guidance
- Staff need to have an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Following up referrals

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended
- If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level.
- Where there is a difference of opinion with another agency and this cannot be resolved the LSCB Escalation policy should be used.

http://pandorsetscb.proceduresonline.com/chapters/p_escalation_pol.html

Confidentiality

Governors accept that Child Protection raises issues of confidentiality which should be clearly understood by all staff. The Governors expect all staff to follow the guidance on confidentiality in accordance with data protection and Local Authority guidance on information sharing.



Sharing Concerns with Parents/carers and the community

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them. Bereavement in the family, a divorce or other major change in circumstances may provide a reasonable explanation for changes in a child's behaviour.

There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

The DSL and relevant staff will all be aware, on a need to know basis, of any parental factors which may impact on the welfare of a pupil e.g. violence, mental health, substance misuse. Parents should be encouraged to make the school aware themselves but must also realise that other agencies will share safeguarding information. A record of this will be kept at school.

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' 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.

St Michael's CE Primary will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with our school. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

Information about safeguarding is readily available and visible in the school e.g. posters, names of DSLs and other relevant staff, KCSIE LSCB leaflet in reception and school web site safeguarding page.

St Michael's CE Primary school has links with its local community which will promote the welfare and safeguarding of the pupils e.g. with respect to religious, cultural or other local issues.

Sharing Concerns with Professionals

In situations where it is inappropriate to discuss concerns with parents you should immediately discuss your concerns with the Designated Safeguarding Lead and refer to the Child Care Assessment Team, Children's Social Care. The school has a legal duty to pass on any investigative concerns to the relevant agencies.

- Inform the duty officer at MASH or the police and explain the nature of the child protection concern. Give accurate details of the child and what you have observed and/or what the child has said, as well as the action that you have taken.
- A Social Worker at MASH will advise what to do next, how and when to involve parents and will take responsibility for ensuring appropriate investigations are carried out.



Safeguarding and Child Protection Policy

- Record carefully what you have heard, seen and action taken. Report to the safeguarding officer who will complete the referral using the agreed procedures.

Physical and Sexual abuse – unwanted / unnecessary sexually abusive comments or contact. Taking Appropriate Action

There is a responsibility to safeguard children by taking appropriate action enabling the relevant agencies to make enquiries and deal with the matter effectively.

Female Genital mutilation Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers**, along with social workers and healthcare professionals, to 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. The school follows the Multi-agency statutory guidance on Female Genital Mutilation (April 2016).

General safeguarding principles, detailed within this policy, should apply if a member of staff has a concern about a particular pupil, keeping them safe from the risk of FGM, HBV, Forced marriage or radicalisation, as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education. The Designated Safeguarding Lead (prevent awareness trained) should be consulted so that any appropriate action can be taken to protect the pupil, and where deemed necessary, referral to children’s social services or to the Channel programme.

‘Honour based’ violence

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines, 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: fmu@fco.gov.uk.

Domestic Abuse

Domestic Abuse (Violence). Whilst not a stand-alone category, domestic abuse has a significant impact on pupils who experience it in their home. This is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between those who are or have been intimate partners and adults aged 18 or over, who are or have been family members regardless of gender or sexuality.

This school receives information from the Police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred.



Safeguarding and Child Protection Policy

This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi-agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

The school website provide contacts to local domestic abuse services e.g. [National DV Helpline](#) 0808 2000247, [Poole DA Outreach](#) 01202 710777, [Bournemouth DA Service](#).

Pupils with Child Protection Plans

Pupils who are the subject of a child protection conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group specified in the plan and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic abuse may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

Children with Special Educational Needs and Disabilities

Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, on line grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Governors recognise that additional barriers exist when recognising abuse and neglect in SEND children, for which staff must be vigilant. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- communication difficulties;
- not necessarily showing outwardly the signs of the impact of others behaviour towards them such as bullying.

Staff awareness should be raised to these issues and indications of abuse will be reported as for other pupils.

Governors will provide a school environment in which pupils with special educational needs feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.



Children with Mental Health/Emotional Health Needs

Pupils identified with mental health/emotional issues or those with parents/siblings identified with mental health issues will be offered additional support. Pupils will have a choice of staff who will listen to their concerns about themselves or other pupils and appropriate early help services are available within school.

Some staff will practice mental health first aid (Angela Graham and Liz Chatfield). Referrals will be made to CAMHS or other appropriate services in conjunction with parents.

There will be a strategy for providing ongoing education for young people subject to S26 Mental Health (Children & Families) Act 2014.

The school is working inline with [mental health and behaviour in schools guidance](#) 2016

The school will support pupils with strategies to develop their own emotional well being i.e. emotional literacy and resilience. Additional ELSA support will be available at exam, result and transition times and appropriate information will be widely advertised e.g. [Childline](#)

Children/young people who abuse other children/young people e.g bullying, present sexually problematic behaviour to others, violent behaviour or self- harm

Staff and Governors recognise that children are capable of abusing their peers. This may include bullying (including cyber bullying), gender based violence/sexual assaults (including girl's being sexually touched or boys being subject to initiation/hazing type violence) and sexting. These forms of abuse should never be tolerated or passed off as 'banter' or 'part of growing up' and will be investigated in line with the school's anti-bullying and E-safety policies. Victims of abuse may be subject to counselling support. Both staff and pupils receive education about bullying and abuse and children are advised how to keep themselves safe at an age appropriate level through planned PHSE sessions and circle times.

Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to the MASH who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. The school will use the School Risk Assessment Management Plan (RAMP). The risk to other pupils must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school.

Safeguarding information for pupils

Pupils are aware of staff who they can talk to. The names and photos of safeguarding leads and pastoral care workers are available in the Reception area, classrooms and common areas of school.

Our PSHE curriculum encompasses the teaching of safeguarding to pupils as a preventative measure e.g. child sexual exploitation at an age appropriate level.

The school uses the Safe Schools and Communities team for advice and training e.g. E-safety, where deemed necessary at an age appropriate level.

Online resources e.g Childline, Kidscape are promoted through the 'keeping your child safe' section of our school website.



Safer recruitment

The school adheres to Part 3 of Keeping children safe in Education 2016 guidance. We ensure the suitability of prospective employees through criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information. References are sought on all short-listed candidates, including internal ones, before interview.

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

For those engaged in management roles an additional check is completed to ensure they are not prohibited under section 128 provisions.

Personal identification, mental and physical fitness, right to work in the UK and qualification checks, are undertaken and details logged upon our Single Central Register (SCR) prior to commencement of employment.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in our school.

The head teacher and members of the Governing body have completed Safer recruitment training.

As a school we ensure that there will always be at least one member on every recruitment panel who has undertaken Safer recruitment training.

We adhere to Part 3 of Keeping children safe in Education and LSCB guidance regarding the appointment of volunteers and Governors. All candidates are subject to DBS and reference checks appropriate to activity type and subject to an informal interview prior to selection. All new staff, volunteers and governors will receive Safeguarding induction to ensure an understanding of the safeguarding policy.

All staff including volunteers and Governors are required to complete our Disclosure of criminal record and disqualification by association register, where appropriate, on an annual basis.

Staff training and inductions

The DSL and deputies will attend safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and LSCB policy and guidance. The school follows LSCB guidance regarding safeguarding training of staff.

The whole school staff group will receive safeguarding training at least every three years with annual up-dates and notifications of any necessary changes, reminders being made available as required.



Safeguarding and Child Protection Policy

Safer working practice

Our safe working practice ensures that our pupils remain safe and that all staff, volunteers and governors;

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern
- Record any incident of decisions made
- Apply the same professional standards regardless of gender, race, disability or sexuality
- Be aware of confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

All new staff, volunteers and governors are made aware of expectations regarding our safeguarding and child protection and E-safety policies and procedures, during Safeguarding induction.

Staff Behaviour

All new staff, volunteers and governors are made aware of expectations regarding appropriate behaviour during Safeguarding induction and are given a copy of the school's Code of Conduct.

Staff will be expected to :

- Treat all children with respect
- Set a good example by conducting themselves appropriately
- Involve children in decision-making which affects them
- Encourage positive and safe behaviour among children
- Be a good listener
- Be alert to changes in a child's behaviour
- Recognise that challenging behaviour may be an indicator of abuse
- Read and understand all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language
- Maintain professional standards and boundaries at all times on and off the school site
- Be aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Not be involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities
- Declare any offences or involvement with the police relevant to their employment
- Disclose any disqualification by association



Safeguarding and Child Protection Policy

- Where safeguarding or criminal issues occur in an employee's private life the impact of this on their suitability to work with children will be assessed with the support of the LADO/HR as appropriate.

Allegations against staff

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO).

Bournemouth: Laura Baldwin (01202) 456 708

Any concern or allegation against a Headteacher will be reported to the Chair of Governors, who will then report this to the LADO.

The Keeping Children Safe in Education 2016 Part 4, Allegations of abuse made against teachers and other staff and the Bournemouth and Poole LSCB procedures will be followed for both the investigation and support for the member of staff.

Staff who are the subject of a complaint or allegation of abuse will be offered support from the school, Local Authority, staff welfare officer or can access counselling via their GP or Union support.

The Local Authority will offer support, guidance and training to support schools to enable them to meet their safeguarding responsibilities.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child 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 a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All staff have been made aware of the NSPCC whistle blowing helpline

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Youth produced sexual imagery (Sexting)

Staff are made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. Any direct disclosure by a young person will be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

When an incident involving youth produced sexual imagery comes to the school's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)



Safeguarding and Child Protection Policy

- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police should have been vetted to work with children through their own organisation.

Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

For agency, third-party staff and contractors, safer recruitment procedures and the guidance in KCSIE must be followed.

Off Site Visits

Off site visits are the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following LSCB procedures. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to the MASH if appropriate. In emergency the staff member in charge will contact the Police and/or the MASH (01202 458101).

The child protection/safeguarding policy and procedures of an off-site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

Any member of staff who makes an offsite visit to a parent, pupil or family must sign the log of offsite visits which is kept in the main office. The location of the visit and contact number must be noted. A note of the time of going offsite and returning to school must be made.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

Parents wishing to take photographs of children during performances e.g assemblies, plays will be reminded that these are to be for personal use only and are not to be shared on social media.



Children missing from education, EHE, exclusion and attendance – KCSIE Part 1 – link, 51, Annex A

The school will keep its admission register accurate and up to date. The school attendance policy is regularly updated and understood by all staff. Attendance and patterns of attendance will be regularly reviewed.

Any children missing education will be reported as required by the statutory guidance 'Children Missing Education' (Sept 2016)

A child missing education is at significant risk of under achievement, being a victim of harm, abuse or neglect including sexual exploitation or risk of radicalisation.

After reasonable attempts have been made by the school to contact the family, the school will follow the Statutory Guidance and LSCB procedures and refer to the Local Authority education welfare/attendance service.

All schools must inform their Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.

(KCSIE part 1 - link, 51, Annex A) Any safeguarding concerns about children who become EHE will be communicated to the MASH or other services.

If a school excludes a pupil from site or educates them off site they will endeavour to ensure their safety.

The Statutory Guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England' (2017) sets out the lawful use of these powers.

Please also refer to our attendance policy for information on Children Missing in Education (CME.)

The Prevent agenda

The school is aware of its responsibilities in relation to the Counter Terrorism and Security Act 2015 (known as the Prevent duty).

- Our prevent leads are Nick Wills (DSL) and Bob Kennedy (head teacher) who have attended the Workshop for Raising Awareness training (WRAP)
- We complete our own assessments identifying the risk of pupils being radicalised and drawn into terrorism
- All staff know what to do to support those assessed as being at risk e.g. referral to the Channel programme or referring any concerns to the MASH or for immediate response call the Anti Terror hotline on 0800 789321
- Where the school has any concerns about pupils travelling to a conflict zone, advice may be sought from the Home Office and a referral to the MASH if still concerned.
- We are dedicated to working in partnership with other agencies
- We believe effective engagement with parents/the family should be considered as they are in a key position to spot signs of radicalisation. We aim to assist and advise families who raise concerns and sign post to support. We discuss any concerns the school has with parents unless this is thought to put the child at risk.
- Staff are trained to raise awareness



Safeguarding and Child Protection Policy

- British values are promoted in our curriculum and on the web site
- The Educate against hate website is promoted to staff and parents (via the school web site) <http://educateagainsthate.com/>
- Our E-safety policy details processes of suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

Children at risk of CSE (Child Sexual Exploitation)

The school is dedicated to working together with other agencies to identify and reduce the risks of child sexual exploitation. We adhere to LSCB guidance and to local practice such as the use of the risk tool. Both staff and pupils receive education about CSE and children are advised how to keep themselves safe at an age appropriate level through planned PHSE sessions. Parents are informed of the risks of CSE and signposted to appropriate advice via our website.

Staff should follow latest guidance on Child Sexual Exploitation as advised in Keep Children Safe in Education 2016

This Safeguarding policy should be read in conjunction with other relevant policies, including:

- Health and Safety including medical, first aid, intimate care, site security, lock down , physical intervention
- Behaviour policy, respect agenda, staff behaviour policy/code of conduct, anti-bullying policy, equalities duties, inclusion policy, physical restraint – reasonable force
- E-safety policy and acceptable user policies for pupils, staff and parents
- Whistle blowing policy
- Complaints procedure
- Schools letting policy

School Safeguarding Responsibilities Summary

The school will:

- Abide by the Keeping Children Safe in Education guidance

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. 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 2015*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE Part one).
- Give all staff a copy of Part 1 of KCSIE and ensure that it is read and understood and knowledge of and access to all of KCSIE especially Part 4 Allegations of abuse made against teachers and other staff.
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children's Board (LSCB)
- Appoint a lead Governor/Trustee responsible for safeguarding practice within the school
- Have safeguarding as a standing agenda item at staff meetings and governing body meetings and minutes recorded.



Safeguarding and Child Protection Policy

- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover.
- Ensure that the DSL leads on the Prevent agenda.
- Have a named member of staff to support children who are Looked After Children (Designated teacher) who will work closely with the DSL where this post is held separately
- Require teachers, staff and volunteers to read and implement the appropriate Bournemouth and Poole LSCB procedures, school policy and good practice guidelines
- Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment and allegations management training
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
- Sign up to the Dorset Information Sharing Charter (DISC) previously the Dorset overarching information sharing protocol and share information relating to MARAC and the Personal information sharing agreement with respect to receiving alerts about domestic abuse
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed Behaviour policy/code of conduct and safer working procedures
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an e-safety policy in line with LSCB requirements. Have a member of staff as an E-Safety Champion.
- Have a Prevent lead and actions in relation to the Prevent Duty
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding, using the LSCB Safeguarding Self Evaluation audit tool (or similar) which will be shared with the Governing Body leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and LSCB guidance
- Undertake a safeguarding report for the Governing Body at least annually and review the safeguarding policy annually.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- child sexual exploitation (CSE)
- bullying including cyberbullying and prejudice based bullying
- domestic abuse
- Drugs and alcohol misuse



Safeguarding and Child Protection Policy

- fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM)
 - forced marriage
 - gangs and youth violence
 - gender-based violence/violence against women and girls (VAWG)
 - mental health
 - private fostering/any regulated activity such as host families
 - Radicalisation/extremism
 - Sexting/grooming and other E safety issues
 - teenage relationship abuse
 - Trafficking and modern slavery
 - Illegal child employment
- For more information see the links to Government guidance in KCSIE

Links to relevant law and guidance

- Working Together to Safeguarding Children 2015
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
- Keeping children safe in education 2016
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
- Inspecting safeguarding in early years, education and skills settings
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>
- Guidance for Safer Working Practice for Adults who work with children and young people
<https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- Bournemouth and Poole Local Safeguarding Children's board (LSCB) www.bournemouth-poole-lscb.org.uk
- Governor/Trustee's Handbook – January 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf
- What to do if you're worried a child is being abused – March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>



Safeguarding and Child Protection Policy

- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Preventing and Tackling Bullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Department for Education – e-safety guidelines
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf
- Safeguarding: Disclosure and Barring – changes from September 2012
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- The Information Commissioner’s Office – Data Protection Act in Schools and Education
http://ico.org.uk/for_organisations/sector_guides/education
- The South West Grid for Learning (SWGfL)
<http://swgfl.org.uk/>
- Family Information Service – Borough of Poole
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>
- Family Information Service –Bournemouth Borough Council
<http://www.bournemouth.gov.uk/ChildrenEducation/Childcare/ChildrensInformationService.aspx>
- ‘Exclusion from maintained schools, Academies and pupil referral units in England’ (2017)
<https://www.gov.uk/government/publications/school-exclusion>.
- Children Missing Education (September 2016)
<https://www.gov.uk/government/publications/children-missing-education>
- LSCB Levels of Need and Continuum of Support (July 2016)
http://www.proceduresonline.com/pandorset_scb/user_controlled_lcms_area/uploaded_files/LSCB%20Levels%20of%20Need%20%26%20Continuum%20of%20Support%20-%20July%202016.pdf



Safeguarding and Child Protection Policy

Glossary

EHA	Early Help Assessment
LSCB	Local Safeguarding Children Board
DBS	Disclosing and Barring Service
LAC	Looked After Child
CIN	Child In Need
CP	Child Protection
CAMHS	Child and adolescent mental health services
MAA	Multi Agency Assessment
MARAC	Multi Agency Risk Assessment Conference
DfE	Department for Education
ELSA	Emotional Literacy Support Assistant
SENCO	Special Educational Needs Co-ordinator
PHSE	Personal, social, health and economic education

Appendix 1 Essential Contacts

Local Contacts – to be inserted as appropriate		
Lead Officer for Bournemouth	Sue Wickings	01202 456117
Lead Officer for Poole	Julie Murphy	01202 633694
Social Care Assessment and Team Bournemouth	Duty Out of Hours	01202 458101 01202 657279
Poole	Referral and assessment team (Poole)	01202 735046
Public Protection Unit, Dorset In an emergency ring 999		999
LSCB which can be contacted via the local authority, Business Manager / Administrative Officer	Ron Lock (Chair) John McBride (Poole) Cllr Nicola Greene (Bournemouth)	01202 458873

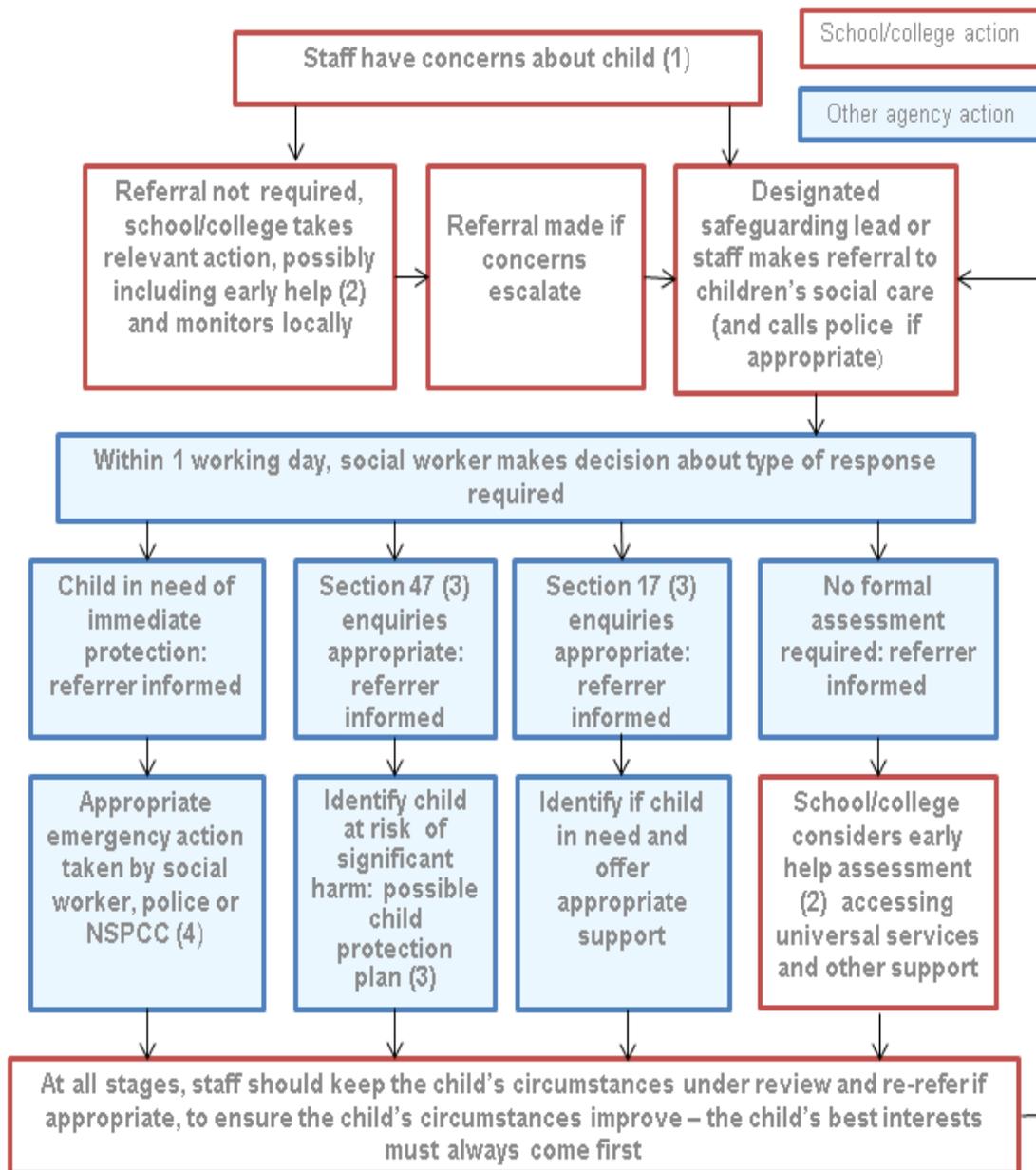
National Contacts

The NSPCC	National Centre 42 Curtain Road, London EC2A 3NH	Tel: 020 7825 2500 Helpline: 0800 800 500 Website:www.nspcc.org.uk
Childline UK	Freepost 1111 London N1 0BR	Tel: 0800 1111 Website:www.childline.org.uk



Appendix 2

Actions where there are concerns about a child



Appendix 3 – KCSiE (2016) Annex B: Role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

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

Manage referrals

The designated safeguarding lead is expected to:

- 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

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal 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) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should 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 designated safeguarding lead 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:



Safeguarding and Child Protection Policy

- 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 or college's child protection 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 or college 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 or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection 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 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 or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college 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 designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.



Appendix 4 – Bournemouth and Poole Local Safeguarding Children Board guidance – Roles and responsibilities of Designated Safeguarding Lead

Keeping Children Safe in Education (KCSIE) Annex B: Role of the Designated Safeguarding Lead – this provides guidance on the role and responsibilities. This should be referred to in addition to Part two: The management of safeguarding, section on the Designated Safeguarding Lead (52-58).

The overall responsibility of the DSL is to take lead responsibility for safeguarding and child protection; to support and advise the Headteacher/Principal, SLT, staff and Governing Body to ensure that Safeguarding is undertaken in line with all relevant legislation and guidance.

The DSL together with other leaders, Governors/Trustees and managers create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level. There is a culture of vigilance where children’s welfare is promoted and timely and appropriate safeguarding action is taken for children who need extra help, or who may be suffering or likely to suffer significant harm. Awareness is raised about the early help process and emerging problems are identified.

The DSL Role

- The DSL should be an appropriate senior member of staff from the school or college leadership team with the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing staff.
- Governors/Trustees must ensure that sufficient time, funding, training, resources and support are available for the DSL to undertake the role and that it is part of their job description.
- It is essential to have sufficient ‘deputies’ who are safeguarding trained and can support the DSL and provide cover when the DSL is not available. Therefore the DSL is advised to have at least two deputies to provide safeguarding cover at all times e.g. the DSL may be on planned time away from the school for training etc. and the deputy off sick which could lead to unacceptable delay in protecting a child. In the absence of the DSL, all staff should be aware of which deputy DSL is available
- If a deputy DSL is not a member of the SLT they should have immediate access to the DSL or Head teacher/Principal e.g. if a safeguarding case arises which relates to an allegation against a member of staff.
- During term time the DSL or deputy should always be available (during school/ college hours) for staff to discuss safeguarding issues. The Headteacher must ensure that adequate cover is available during school holiday periods e.g. Child Protection Conferences, Risk Management meetings, court input, allegations against staff.
- Safeguarding activities can be delegated to appropriately trained deputies but the ultimate lead responsibility for safeguarding and child protection remains with the DSL.
- A Safeguarding Forum for DSLs is held every term and is the main link to the LSCB for the DSL, providing an overview of policy and practice as well as networking opportunities. Attendance of the DSL or another safeguarding representative from the school is strongly recommended and is monitored by the Local Authority.



Key Responsibilities

- To act as a source of support, advice and expertise to all staff on safeguarding and child protection matters
- To make appropriate referrals and take part in strategy discussions and other inter agency meetings or to support other staff to do so
- Contribute to the assessment of children
- Liaise with other agencies in line with Working Together to Safeguarding Children 2015
- To take the Prevent Lead, to raise awareness and make referrals as appropriate
- If the DSL is not also the Designated Teacher for Looked After Children, the two senior members of staff will need to liaise closely.

Training & Induction

- The DSL and deputies receive up-dated level 3 multi agency safeguarding training every two years. This should be multi-agency training approved by the LSCB.
- The DSL attends safeguarding forums and other training as required to undertake the role effectively and be able to cascade key messages to all staff. All DSLs are required (KCSIE) to undertake training at least annually (this can include forums).
- The DSL ensures that staff directly involved in safeguarding e.g. deputies, SLT, pastoral workers, have attended and understood appropriate safeguarding training e.g. Early Help Assessment, Prevent, CSE, FGM, E Safety.
- The DSL must take note of communications and up-dates from the LSCB including those from the Education Safeguarding Advisors and take action as appropriate. They should be given time to read and digest safeguarding materials.
- The DSL should undertake Prevent Awareness training and keep up to date with the Prevent Duty and issues relating to radicalisation.
- Together with the Head Teacher/Principal ensure that staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk. The Head Teacher/Principal should ensure that the DSL also receives appropriate supervision.
- Ensures that all staff, volunteers and Governors/Trustees have read, understood and can easily access the school safeguarding policy and Part 1 and other relevant sections of KCSIE and What to do if you're worried a child is being abused: advice for practitioners. Records are kept of who and when they received and read this information.
- Ensures new and supply staff and volunteers receive a safeguarding induction. Records are kept of when, what and who received the induction.
- Ensures whole school training of all staff and volunteers is undertaken at least three yearly by a suitably qualified trainer as approved by the LSCB.
- Ensures key updates are disseminated at staff briefings, via Email and E bulletins at least annually and a record is kept of this.
- Disseminates lessons from Serious Case Reviews and makes any necessary changes to the school safeguarding policy and practice accordingly.
- Maintains a child protection/safeguarding training database or written training record



Audit and Reporting

- Undertakes an annual safeguarding audit such as the LSCB Safeguarding Children in Education (S175/157) Self Evaluation Audit Tool for schools, involving the Head Teacher/Principal and Safeguarding Governor/Trustee, which is presented to the governing board. Meets with the Education Safeguarding Advisor to gain further advice, where this is offered.
- Ensures that the audit and supporting evidence is kept up to date and available for Ofsted inspection, LA for section 157/175 reviews.
- Collates statistics e.g. early help provision in schools, referrals to other agencies, attendance at Child Protection Conferences and Core Groups, Prevent referrals, CSE risk tools completed
- Supports the Head Teacher/Principal with the safeguarding annual report to the Governing Body and any appropriate up-dates during the year.
- Meets regularly (once a term) with the Nominated Safeguarding Governor/Trustee to share information and ensures identified actions are being progressed.
- Works with the Head teacher/Principal and SLT to ensure that actions identified in the audit and any relevant actions from the last Ofsted report in relation to safeguarding, are progressed.
- Ensures the LSCB Compact is signed and responsibilities undertaken.

Pupil Action –Managing Referrals and Working With Others

- The DSL acts as a source of support, advice and expertise to staff on matters of child protection and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Reviews Incident of Concern forms and ensures an appropriate response is made which may include undertaking an Early Help Assessment, providing school early help support such as pastoral care or making a referral to the MASH or external early help or specialist services. The DSL would refer cases where a crime may have been committed to the Police as required
- The DSL uses the LSCB Levels of Need and Continuum of Support guidance (July 2016) as a tool when making decisions about appropriate support or referral for a child. Consideration will include reference to the 'Four Levels of Need' and the 'Three Domains'.
- Refers all cases of suspected abuse or neglect to Social Care and ensures that the referral is progressed, but where concerns remain that these are escalated in accordance with the LSCB policy.
- Liaises with the Head Teacher/Principal to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Acts as the school link worker for MARAC and Domestic Abuse, considers the information in a DA alert and makes contact with the MASH ~~CYP Social Care~~ if there are other concerns.
- The DSL takes the lead in identifying any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited and ensuring that these are known by the adults who care for them and shared with the MASH or other relevant agencies. To ensure that there are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.



Safeguarding and Child Protection Policy

- Ensures with the Head teacher/Principal that teachers understand their mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18¹
- To ensure together with the Head Teacher, the SLT and Governing Body that the school is fulfilling the Prevent Duty. To refer any concerns about extremism to appropriate agencies e.g. The MASH or for immediate response call the Anti Terror hotline on 0800 789321
- With the Head Teacher/Principal review all use of reasonable force or restraint, ensuring that de-escalation and other creative techniques are used wherever possible. All incidents of restraint are recorded and monitored and the views of the child and parent sought.
- Undertakes and participates in Risk Management assessments and meetings about children and young people who pose a physical or sexual risk or there is risk of self harm and ensures any school action arising from the plan is undertaken.
- Raises awareness and is mindful of the particular needs of some groups of children in relation to safeguarding e.g. those looked after (KCSIE 81,82), children with special educational needs and disabilities(KCSIE 85)

Information Sharing

- To maintain detailed and accurate safeguarding records kept in separate safeguarding files, relating to concerns, referrals, work with the child, contact with parents and other agencies.
- To keep the safeguarding files securely in accordance with data protection guidance.
- To ensure safe transfer of records when a child moves school, in line with LSCB and local guidance.
- To share information with other agencies as appropriate
- To share safeguarding information with the Head Teacher/Principal and other staff on a need to know basis in order to promote the welfare of the child
- Attends Child Protection Conferences, Children in Need meetings and other meetings relating to children's welfare and supporting other members of staff to do so when appropriate
- Contributes to assessments and provides written reports when required to do so
- Ensures that plans are in place which have clear actions, outcomes, identify the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.
- If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration.
- Where there is a difference of opinion with another agency or the DSL considers that his/her professional judgment about a child's needs or safety is being overlooked, and this cannot be resolved the LSCB Escalation policy should be used. http://pandorsetscb.proceduresonline.com/chapters/p_escalation_pol.html
- To work in partnership with parents/carers unless doing so would potentially put a child at risk. Wherever in doubt a discussion should be held with Social Care for advice.
- Supports, protects and informs children about the action which is being taken in relation to a safeguarding concern or child protection referral, or assists other members of staff to do so.
- Encourages and promotes a culture of listening to children and taking account of their wishes and feelings in relation to safeguarding concerns both relating to themselves or to other children and to act on these concerns.
- If there is a disclosure, to keep appropriate records that follow the TED principles. (Tell, Explain, Describe).



Raising Awareness and Promoting Safeguarding Practice

- Takes a lead role in ensuring that all aspects of safeguarding are included in PSHE and other relevant parts of the curriculum so that children are taught about how to keep themselves safe e.g. radicalisation, CSE.
- Raises awareness of safeguarding issues via creative means to staff, pupils and parents using staff notice boards, student notice boards, E bulletins to staff, pupils and parents, special events etc. Making sure that the school web site has user friendly news on a range of safeguarding issues and sign posts to further advice and support.
- Work with the SLT and Governing Body to ensure that children are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. That there is policy and practice in place so that discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect and where positive behaviour is promoted consistently. To work closely with the Anti Bullying Champion and young people where they have lead roles in supporting good practice.
- To ensure that an E Safety Champion is appointed and to work together with the SLT to ensure that there are appropriate internet safety policies in place and in operation and that appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material. The E Safety Champion should make sure that all staff, pupils and parents are kept up to date on E Safety issues, that they receive regular training updates, and that E Safety is embedded in the curriculum.

Staff Action – To Support the Head Teacher/Principal and Governing Body to Ensure That:

- Safer recruitment practices are being adhered to in line with part 3 of KCSIE and sufficient senior staff and Governors/Trustees have received up to date safer recruitment training to meet the requirement (for maintained schools and recommended good practice for others) for every panel to have at least one trained person
- The Single Central Record is complete and up to date. It is monitored regularly by the Headteacher/ Nominated Governor.
- Any allegations or safeguarding concerns relating to a member of staff are discussed with the LADO (Local Authority Designated Officer) and that any disciplinary action is followed through as appropriate in line with part 4 of KCSIE.
- If a member of staff is dismissed or resigns from their post for a safeguarding incident it is a legal requirement to refer this matter to the DBS
- Ensures the school operates an effective whistle blowing policy and that appropriate records are kept of any reported concerns and of the follow up actions.

School Policy and Procedures

- Ensures the safeguarding/child protection policy and other relevant policies e.g. Anti Bullying, E Safety, staff and pupil behaviour policies are reviewed and up-dated annually, disseminated to all staff and are on the school website. Ensures that the wide range of safeguarding issues are included in the policy with new themes being added and up-dated as they emerge and evolve e.g. Child Sexual Exploitation, Preventing Extremism and Radicalisation, Female Genital Mutilation
- Ensures that all staff, volunteers and Governors/Trustees have a copy of the School Safeguarding Policy and part one of KCSIE and access to all parts especially part 4 and that these are both understood and practised by staff, volunteers and Governors/Trustees.



Safeguarding and Child Protection Policy

- All staff are made aware of safer working practice guidance, the staff behaviour code, E Safety and all others that impact on safeguarding pupils.
- Support the Head Teacher/Principal to comply with safer recruitment practice
- Advises the Head Teacher and Safeguarding Governor/Trustee of changes to guidance and policy during the year and agree how these will be incorporated into the school policies and disseminated to staff
- Ensures the school complies with Children Missing from Education requirements and notifies the Local Authority of any child/young person withdrawn from the school, or added to the school roll within statutory time frames and immediately notifies other relevant professionals as necessary e.g. Social Worker.

