

Moorlands Schools Federation Safeguarding Policy



Moorlands Schools Federation Safeguarding Policy for Schools

Status	Ratified	
Date adopted by governing body:	9 February 2016	
Review Date:	Annually	
Created by Andrea Grafton	January 2016	1.0

1. Principles

Moorlands Schools Federation (MSF) takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.
“The welfare of the child is paramount.” Children Act 1989.

All action is taken in line with the following legislation/guidance:

- South West Child Protection Procedures (SWCPP), www.swcphp.org.uk,
- Section 175 Children Act 2002
- Keeping Children Safe in Education: Schools and Colleges 2015
- Working Together to Safeguard Children 2015
- What to do if you're worried a child is being abused 2006
- Safeguarding Children and Safer Recruitment in Education 2007
- Local Safeguarding Children Board Guidance

MSF will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and Local Authority (LA)

This policy applies to all staff, governors and volunteers working in the school.

It is recognised that staff, because of their contact with, and knowledge of, children or young people in their care, are well placed to identify abuse and offer support to children in need.

As part of the ethos of the school, the staff and governors are committed to:

- ensuring the school practices safer recruitment in checking the suitability of staff and volunteers to work with children;

¹ *Please refer to the South West Child Protection procedures for further information on safer recruitment.*
<http://www.online-procedures.co.uk/swcpp/contents/safer-recruitment/>

- ensuring there is a Designated Safeguarding Lead for safeguarding/Child Protection (DSL) who has received appropriate training and support for this role (Andrea Grafton and Deputy DSL, Clare Griffin-Felton)
- ensuring that all staff and volunteers understand, and adhere to, the schools' code of conduct;
- establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;

- supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection plan;
- creating an environment in which everyone can feel that they are listened to and supported (very clearly stated in the aims of the Child Protection Policy);
- informing the family Social Worker if a child subject to a CP Plan is excluded;
- including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse, for example in PSHE, e-safety;
- providing pastoral support including access to Place2Be, circle time, Thrive etc;
- ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect and know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2014 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements;
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
- resolving professional disagreements in work in relation to the safety of children through reference to the Escalation policy (on the SWCPP);
- encouraging and supporting parents/carers, working in partnership with them.

The school recognises that it is an agent of referral and not of investigation.

The child protection policy should be read in conjunction with other relevant policies and include definitions of abuse

HAVE WE GOT ALL OF THESE?

- Positive Handling and the Use of Reasonable Force
- Anti-bullying
- Homophobic bullying
- Child Sexual Exploitation
- Female Genital Mutilation
- Children in Care
- Radicalisation (PREVENT)
- Children Missing from home and education
- Anti-racism
- Health and Safety
- Behaviour
- Exclusions
- Equal Opportunities
- PHSE
- Internet Safety
- School Security
- Educational Visits
- Medical Needs
- First Aid
- Lone Working

- Use of social media/your policies regarding staff not using IT for any personal use
- Whistle Blowing
- Recruitment
- Escalation/Resolution policy

Types of Abuse

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 misuse. 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.

Physical abuse: 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, anal or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond the child's developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious 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.

2. Procedures for Referral

Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the DSL, Andrea Grafton or, if unavailable, to the Deputy DSL, Clare Griffin-Felton. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

The DSL will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone, **01225 396312/313**, or the Emergency Duty Team **01454 615165**.

Telephone referral to the CAFAIT will be confirmed in writing using the form marked C2 within a maximum of 48 hours, ideally 24 hours.

Essential information will include the pupil's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.

The referral will be shared with the parent/carer and, where appropriate, with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the CAFAIT team. **If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker.** The relevant Social Worker will advise the school when, and by whom, parents will be informed.

Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.

Referrals for Alleged Perpetrators of Sexual Abuse – where a pupil is being investigated by the police for allegedly committing sexual offences and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator. The CAFAIT will advise whether or not a C2 needs to be completed by the school.

3. Alleged Abuse by Staff

The school will follow the local Managing Allegations Protocol available on The Hub and the LSCB website or the South West Child Protection Procedures for managing allegations against staff. Maintained schools will contact Hester Edmond Senior Human Resources Consultant adviser for consultation as soon as an allegation is made on telephone **01225 394490** (or one of the other Senior HR Consultants)

If unable to contact the above, the school will contact the Local Authority Designated Officer (LADO) Jackie Deas, Deputy Safeguarding Lead – Children and Quality Assurance on **01225 396810** or, in the LADO's absence, Head of Safeguarding and Quality Assurance, Lesley Hutchinson **01225 396339**.

The LADO must be notified within one working day.

The LADO will co-ordinate, record notes and advise on the appropriate action to be taken.

Staff/volunteers must report an allegation about a member of staff immediately to the DSL in the school and the Head teacher then proceed as above. Where the allegation is against the Head teacher, the member of staff/volunteer must either contact the Chair of Governors or the LADO, above. If contacted with regard to an allegation against the Head teacher, the Chair of Governors will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations against the Head Teacher', and contact Hester Edmond Senior H R Consultant for consultation. (or one of the other Senior HR Consultants) An allegation must not be discussed with the alleged perpetrator or other members of staff/governors, unless advised to do so by a LA designated officer. *Schools must be clear they are following the revised guidance in Keeping Children Safe in Education 2015.*

The school is legally obliged to make a referral to the Disclosure and Barring Service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children

The school has a code of conduct in place, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.

4. Record Keeping

Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the designated person for child protection. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.

All hand-written records will be retained, even if they are subsequently typed up in a more formal report.

Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to CAFAIT consideration should be given to the appropriateness of completing a CAF and making a referral for a Team Around the Child meeting.

All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and must be kept separate from other records.

A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.

The quality of child protection records will be monitored by the Head teacher.

Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Head Teacher or designated person for child protection will also telephone the Head Teacher or designated person for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred. *It is worth considering a handover record-slip.*

The school will refer to the NSPCC document entitled Records Retention and Storage.

5. Parental Involvement

MSF is committed to helping parents/carers understand its responsibility for the welfare of all pupils.

Parents/carers will be made aware of the school's child protection policy via the school prospectus and initial meetings with parents of new pupils. Parents will also be made aware of how they can access the full child protection policy.

Concerns will be discussed with parents/carers. Where a referral is needed, the DSL should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. However, a lack of agreement should not stop a referral going ahead.

6. Training

The DSL must receive **multi-agency** child protection training every 2 years (minimum as set out by the LSCB and refresher requirements set nationally i.e. every 2 years) and undertake refresher training on specific issues as required.

All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years (minimum).

Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the DSL.

The DSL, or other nominated staff member, will have undertaken a Train the Trainers Course and will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within the school and ensure they receive appropriate training

Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.

The DSL and their deputy should keep up to date with local and national advice and guidance on child protection, and attend such additional training as is necessary to effectively fulfil their roles.

Training records must be kept up to date by schools, recording the date, focus and level of training received by individuals.

Training is available from the Local Safeguarding Children Board and all schools
<http://bathnes.learningpool.com>

7. The Role of the Governing Body

The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in any "Safer Recruitment in Education Guidance" and Keeping Children Safe in Education 2015.

The school will complete the school safeguarding annual audit, in partnership with the designated Governor for Safeguarding. A copy of this report must be sent to the Head of Safeguarding on completion.

The governing body will ensure that weaknesses identified; within the annual school safeguarding audit; through on-going monitoring of child protection procedures; other sources, are addressed explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions.

The Chair of Governors (or designated Governor for Child Protection, if they are not the chair), in liaison with the designated person, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.

The Governing Body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

8. Review

This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

Date when policy was last reviewed: January 2016

Date when next review is due: January 2017