



## CHILD PROTECTION AND SAFEGUARDING POLICY

**Designated Safeguarding Lead** Mrs G Coffey OBE – Executive Head Teacher  
Mrs L Tomlinson (in Mrs. Coffey's absence)

**Deputy Safeguarding Lead** Ms H Gates - Deputy Head for Inclusion, Safeguarding and Wellbeing

**Designated Governor for Child Protection and Safeguarding and LAC:** Mrs D Fletcher

**Designated teachers for LAC:** Miss C O'Connor

### Reference to Statutory Framework

This policy has been developed in accordance with the principles established by the Children Act 1989; the Education Act 2002, and the Children Act 2004 and in line with government publications:

- [‘Keeping Children Safe in Education’, September 2018](#)
- ‘Information sharing’ Advice for practitioners providing safeguarding services to children, young people, parents and carer, March 2015
- [‘Working Together to Safeguard Children’, July 2018](#)
- ‘What To Do If You Are Worried A Child Is Being Abused’, March 2015
- ‘NICE Framework – when to suspect child maltreatment’, February 2014
- Prevent duty guidance, July 2015

### Mission Statement

*‘This child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.’*

[Source: Working together to Safeguard Children 2018]

Our mission is to create a positive ethos where every child feels safe, secure and listened to. We promote a culture where staff and volunteers are encouraged to share concerns. Staff understand that in exceptional circumstances they may refer concerns directly to social care. We diligently support children who have been abused or who at risk of abuse. Safeguarding issues are explored as part of the curriculum.

Our policy applies to all staff, governors and volunteers working in the school and we ensure that we practice safe recruitment in checking the suitability of staff and volunteers who work with children.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk freely of their own choice, and are listened to.

- Ensure that children know that there are adults in the school whom they could approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- The implementation and reviewing of statutory policies that are relevant to safeguarding and promoting the welfare of children
- Liaison with other agencies that support the pupil such as Slough Children's Services Trust, Child and Adult Mental Health Service (CAMHS); the Educational Psychology Service, Social, Emotional Behaviour Outreach Service (SEBDOS)
- Ensuring that where a pupil on the child protection register leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed

## **Roles and Responsibilities**

**Designated Safeguarding Lead** Mrs G Coffey OBE – Executive Head Teacher  
Mrs L Tomlinson (in Mrs. Coffey's absence)

**Deputy Safeguarding Lead** Ms H Gates - Deputy Head for Inclusion, Safeguarding and Wellbeing

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### **The head teacher and governing body and designated lead responsibilities:**

- Ensure that we have a Designated Safeguarding Lead for child protection who has undertaken Targeted Safeguarding Training within the guidelines.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff, and the governing body knows the name of the senior designated persons responsible for child protection and their roles. Due to the size of the school, Mrs Coffey is the designated lead and Miss Gates the deputy designated lead who then delegate

responsibility to the Inclusion team to manage day to day 'alerts' and concerns. These members of staff have all undertaken the Targeted Safeguarding Training and work alongside Early Help (FIRST) and Slough Children's Services Trust.

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated team responsible for child protection.
- Designated safeguarding staff will undertake training in targeted safeguarding every 3 years or as guidance dictates. The school aspires to have someone in the relevant team to have training in all the following:
  - Domestic violence/ Physical abuse
  - Female Genital Mutilation
  - Bullying/ Cyber bullying
  - Radicalisation/ Preventing radicalisation
  - Faith abuse/ Forced marriage/ Dishonour based violence including violence against women and girls
  - Child Sexual exploitation/ Sexting
  - Substance misuse
  - Gangs and youth violence
  - Drugs
  - Fabricated/ induced illness
  - Mental Health
  - Private Fostering
  - Teenage relationship abuse
  - Trafficking
- Training of the above is disseminated to all staff.
- Where possible and appropriate we deliver, or enlist the support of external agencies and charities to provide training to our young people on sensitive issues in order to encourage them to respond to and calculate risk effectively and have an awareness of the support available to them.
- The designated lead may contact Slough Children's Services Trust to seek advice if there are concerns about a child/young person. Any advice will be documented and followed. When we seek advice from Slough Children's Services Trust we agree and record what the child and parents will be told by whom and when.
- If it is agreed on the phone that a referral needs to be made, this will be written and sent as soon as possible but no later than 48 hours. The school aims to provide the written referral within the working day of the telephone call.
- If after 3 working days of the referral the school has received no feedback from the referral the school will contact Slough Children's Services Trust again. We notify Children's Services immediately if there is an unexplained absence of a pupil who is subject to a child protection plan
- Children Missing in Education – if the school becomes aware of a child who has been withdrawn from Lynch Hill School with no new school to attend the school will immediately notify the Attendance team at the Local Authority and potentially Slough Children's Services Trust.

- Home Schooled children – If the parent has made the decision to withdraw the child to educate them at home, the school will immediately notify the Attendance team at the Local Authority and potentially Slough Children's Services Trust.
- Implement the statutory and LA guidance when a child goes missing from education
- Any request for absence during term time will trigger some form of investigation from the school as it may indicate a safeguarding concern. In our current climate, we are being vigilant to the possibility of potential Female Genital Mutilation, **radicalization** and neglect.
- Private fostering – A private fostering arrangement is one that is made privately without involvement from the local authority for the care of a child under the age of 16 by someone other than the parent and close relative, in their own home, with the intention that it should last for 28 days or more. Close family relative is defined as a grandparent, brother, sister, aunt or uncle and includes half siblings and step parents.
- School has a legal duty to pass on any known Private Fostering to social care.
- **School will do their best to ensure that each child has at least 2 emergency contacts on record in case of emergencies.**
- We develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including the attendance at case conferences.
- We keep written records of concern about children, even when there is no need to refer the matter immediately. All concerns should be written on an Alert form and handed in to a member of the designated team immediately.
- We ensure all records are kept securely and separate from the main pupil file and in a locked location.
- We ensure that when a child moves school their Child Protection Record is transferred to the named Designated Person in that new setting.

### Staff responsibilities

*'EVERYONE who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centered this means they should consider at all times what is in the **best interests** of the child.'*

*(source: Keeping children safe in Education 2018)*

Staff are responsible for keeping up to date with relevant safeguarding documents such as Keeping children safe in Education, 2018.

They are also responsible for monitoring children carefully for symptoms and signs of abuse (**See Appendix 3 for signs and symptoms**). Staff have a duty to report any concerns on the school Alert form. Staff should ensure that they are completing alert forms professionally, factually, timely and using the guidance provided, see attached appendix. Staff have a duty to report any concerns that may indicate a child is at risk of FGM, CSE, radicalisation and any other indicators of harm or neglect. Staff are frequently asked to complete welfare reports and documentation for social care and can be used as evidence in court. Therefore, staff should ensure that they write detailed, thorough,

accurate, factual and professional reports of a high quality. These reports often have deadlines attached so priority to these reports should be observed.

We ask that staff challenge any persons on the school grounds who does not show a school identity badge.

Staff should through the PSHE curriculum ensure that children have a relevant and appropriate awareness of safeguarding issues that could affect them and their peers. They should create an environment where children feel safe and secure in sharing concerns that they may have.

Staff should be aware of Slough's Early Help Process. Family Information and Resource Support Team (FIRST) takes on an enhanced role in working with schools to support pupils identified at level 2 (those in need of additional support but not at risk of significant harm.)

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

### Practical advice for staff

**Recognise** (staff training, careful monitoring, awareness of signs and symptoms)

**Respond** (Use of Alert forms, use guidance to complete them, ensure that they are accurate, detailed and in pen!)

**Report** (Ensuring the alert form gets to the right place quickly, knowing when it is urgent and is given in person)

**Refer** (Inclusion team make the decision to refer and a MARF referral is done and checked to ensure key concerns are conveyed accurately)

**Reflect** (reflect upon decisions made, continue to monitor and review, consider challenge where appropriate)

**What to do if a child makes a disclosure:** if a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe.

At all times, you should explain to the child the action that you are taking. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child

Record in as much detail as possible the disclosure as accurately as possible on an alert form

Discuss the concern with someone from the Inclusion and Safeguarding team

We might refer directly to children's social care and/or the police, or discuss your concerns with others and ask for help.

**Children subject to a Child Protection Plan need particular and specific care including:**

- Written dated records are kept on all aspects of their wellbeing including, injuries, lateness, appearance, disclosures, homework, equipment etc.
- If a child makes a disclosure this must be reported immediately and recorded on an alert form
- If a child is injured, even if the injury can be explained and/ or was done in school or accidental, this must be reported immediately to the social worker and logged
- Staff are advised to attend all core groups or TACs, ensuring they bring all relevant information regarding the child to the meeting or provide a detailed and up to date written report.
- Teachers will be expected to provide a written report a week before the CP conference. Teachers are not expected to attend the Conferences unless asked to attend by a member of the SLT.

**Record keeping**

All Alerts are reviewed by the inclusion team and an action decided, once an action is completed the outcome is recorded on the alert form. The Actions and outcomes are recorded and shared with school staff. The alerts are filed in a secure location.

**Confidentiality**

We have a legal duty to pass information to other children services when we feel that a child's health or wellbeing is at risk or they are at risk of harm. We take all appropriate measures to ensure that a child or families details are kept confidential but we will always fulfil our safeguarding duty.

As part of safeguarding training, the code of conduct and everyday good practice staff are reminded of the importance of maintaining confidentiality and they are encouraged to act with sensitivity, professionalism and the child's best interests.

**Procedure for dealing with complaints and allegations against staff and head teacher**

We recognise that a child/young person, parents or a colleague may make an allegation against a member of staff if they have:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children,

**Therefore, staff should:**

- Take the matter seriously, keep an open mind and always follow procedure
- Not investigate

- Not promise confidentiality to the informant
- Make a written record of the allegation using the informant's words (including time, date and place where the alleged incident took place, what was said and who was present; sign and date)

#### Designated Safeguarding Leads will:

- Ensure that the school has a named Senior Manager for handling allegations against staff. This is the head teacher or a member of the Senior Leadership Team, and where an allegation is made against the head teacher the Chair of Governors should be notified.
- Ensure that the school informs the Local Authority Designated Officers and complies with any ensuing investigation.
- Not make any decisions without discussions with the designated officer
- Make a written record of any discussions with the Designated Officer
- Make sure the DO has full details of the person against whom the complaint has been raised and the person who is the subject of the concern
- Ensure safe recruitment practices are always followed. This means that we hold a Single Central Record of Recruitment and that the Head teacher and/or a Governor has completed Safer Recruitment Training. We understand that whilst not statutory, it is best practice to ensure that the interview panel consists of one member who has undertaken the Safer Recruitment Training.
- Ensure that we implement the education recommendations following any Serious Case Review.

#### Pupil responsibilities

Pupils are encouraged to share concerns that they may have about themselves or their peers through an environment that is safe and nurturing. Staff are encouraged to talk to conversationally and ask general questions about themselves. Children will never be asked leading questions.

Pupils are reminded to respect each other and protect each other's rights.

#### Procedure for dealing with safeguarding allegations against another pupil (Peer on peer abuse)

At Lynch Hill we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Occasionally, allegations may be made by other pupils in the school, which are of a safeguarding nature. [These allegations will be treated seriously, following the sexual violence and sexual harassment in school's guidance if necessary.](#) Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, if some of the following features will be found:

#### The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.

- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the school may be affected by this pupil.

When an allegation is raised staff should consider whether the complaint raises a safeguarding concern or not. If it does, then the Designated Safeguarding Lead should be informed. A factual record should be made of the allegation but no further investigation at this stage and Social Care should be informed. Any outcomes from the discussion with social care should be recorded and a copy kept on both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and both the parents should be informed (the alleged victim and the pupil being complained about). It may be appropriate to exclude the pupil being complained about in accordance to the school's behaviour policy.

Where social care and the police do not accept the complaint, a thorough school investigation should take place. In situations where the school considers a safeguarding risk is present, a risk assessment is prepared along with preventative, supervision plan that is monitored and reviewed regularly.

#### **Policies for other high risk activities**

See policy for:

Intimate care

Positive handling

Residential trips and Offsite trips

#### **Safer recruitment procedures**

We have a separate safer recruitment policy. The school adopts safer recruitment practices.

#### **Disclosure and barring**

All staff including volunteers and non-teaching staff are required to undergo a fully enhanced disclosure and barring service check.

See policy

#### **Whistleblowing**

See policy

We recognise that there are a number of policies that are relevant to safeguarding and promoting children's welfare. These include the following:

We will ensure that these policies are updated on a regular basis to reflect the changing needs of the children and young people who attend our school

We will consult with the children/young people to ensure their voice is heard.

<b>Policy or procedure for safeguarding</b>	<b>Policy in School</b>
Anti Bullying ( with reference to internet & mobile phone bullying)	Behaviour  Anti-bullying policy
Attendance Targets	Procedure reported to Governors



Behaviour management	Behaviour Policy
Child Protection	Child Protection
Disability Equality and Accessibility Plan	Disability Action Plan, DSEN Policy and Equalities and Cohesion
Drugs and Substance Misuse	Drug Education policy Drug and alcohol use in Health and Safety policy for staff
Educating Children with Medical Needs	DSEN policy and Disability, Equality and Accessibility plan Policy for medication in school
Equal Opportunities	Equalities and Cohesion
Equality Act-Sexual Orientation Regs. 2007 (guidance)	Equalities and Cohesion
Extended School (before & after school activities)	
First Aid ( including management of medical conditions, intimate care)	Intimate Care Policy First Aid Policy Medication in school
Gender Equality	Equalities and Cohesion
Health & Safety	Health and Safety
Children in Care	Safeguarding, Child Protection and LAC policy
Management of allegations made against staff	Safeguarding, Child Protection and LAC Flowchart and staff allegation policy
Parenting Contracts	Home School Agreements - handbook
PSHE curriculum	PSHE Curriculum Policy
Racial Equality	Equalities and Cohesion
Recruitment and Selection	Safer Recruitment Policy
Safeguarding statement in school prospectus	Statement in Handbook
Sex Education	Sex Education Policy
Special Educational Needs	DSEN Policy
Staff Appraisal	Policy for Appraising Teacher Performance
Staff handbook (guidance on conduct)	Staff Handbook
Use of Positive Handling & Restraint	Statement within Health and safety Policy Positive Handling Policy
Visitors Policy	Visitors Policy
Use of photographs/video	E Safety Policy
Whistleblowing	Whistle blowing policy
Work Placement (Work Experience)	Visitors Policy

Adopted: May 2012

Last revised: August 2018