



Lynch Hill Primary Academy School

CHILD PROTECTION AND SAFEGUARDING POLICY

Designated Safeguarding Lead Mrs G Coffey OBE – Executive Headteacher
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 L Carlton

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', May 2016
- 'Information sharing' Advice for practitioners providing safeguarding services to children, young people, parents and carer, March 2015
- 'Working Together to Safeguard Children', March 2015
- '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

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 circumstance 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 to 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 Headteacher
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 L Carlton

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 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. **(See Appendix 1 and 2 for local authority procedures)**

- 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 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.
- 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 2015)

Staff are responsible for keeping up to date with relevant safeguarding documents such as Keeping children safe in Education, 2015.

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.

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 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.

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)

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.

(Please see attached appendix 4 for further advice on writing Alert forms)

Record keeping

All Alerts are discussed 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.

(see appendix 5 for information sharing)

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 we will:

- Take the matter seriously and keep an open mind
- 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)
- 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.

(See attached appendix 6 for flow chart and policy)

Procedure for dealing with safeguarding allegations against another pupil

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. 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.

(See appendix 7 for flow chart)

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.

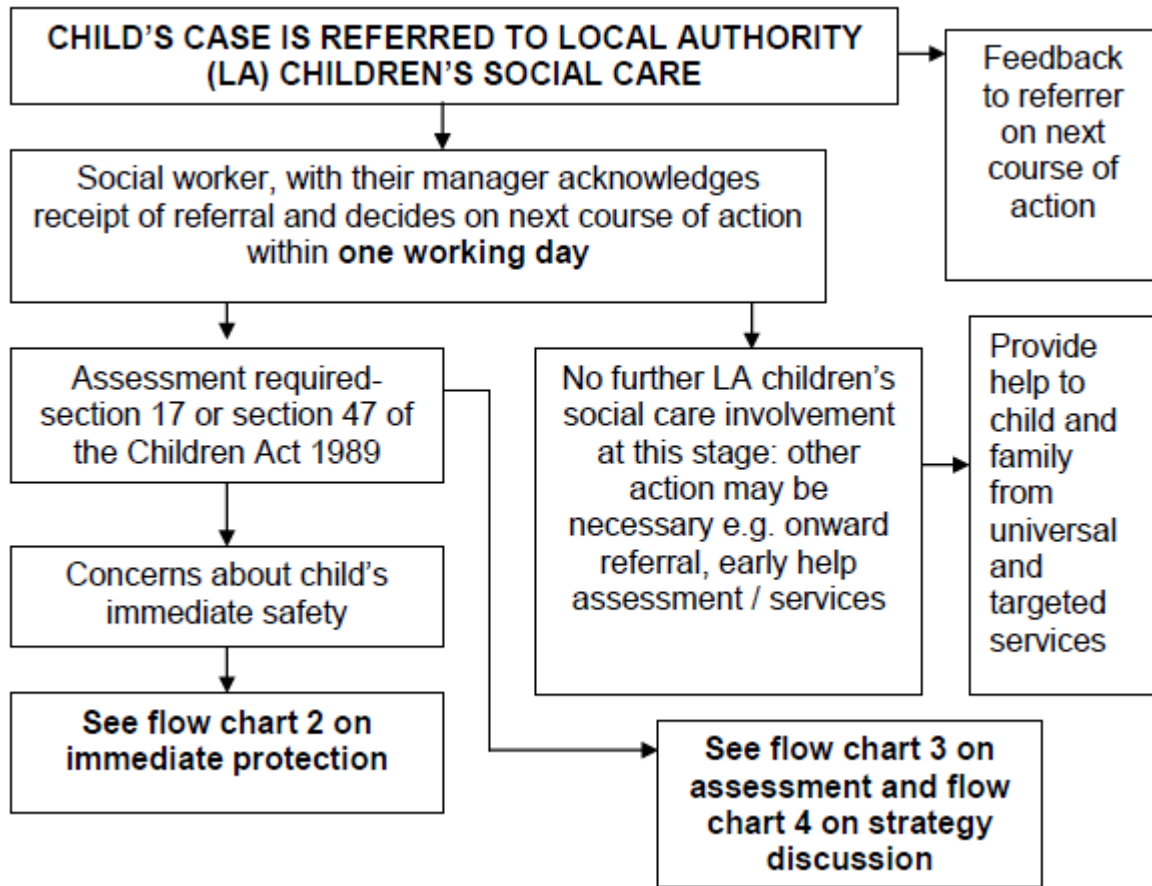
Policy or procedure for safeguarding	Policy in School
Anti Bullying (with reference to internet & mobile phone bullying)	Behaviour Anti-bullying policy
Attendance Targets	Procedure reported to Governors
Behaviour management	Behaviour Policy
Child Protection	Child Protection
Disability Equality and Accessibility 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

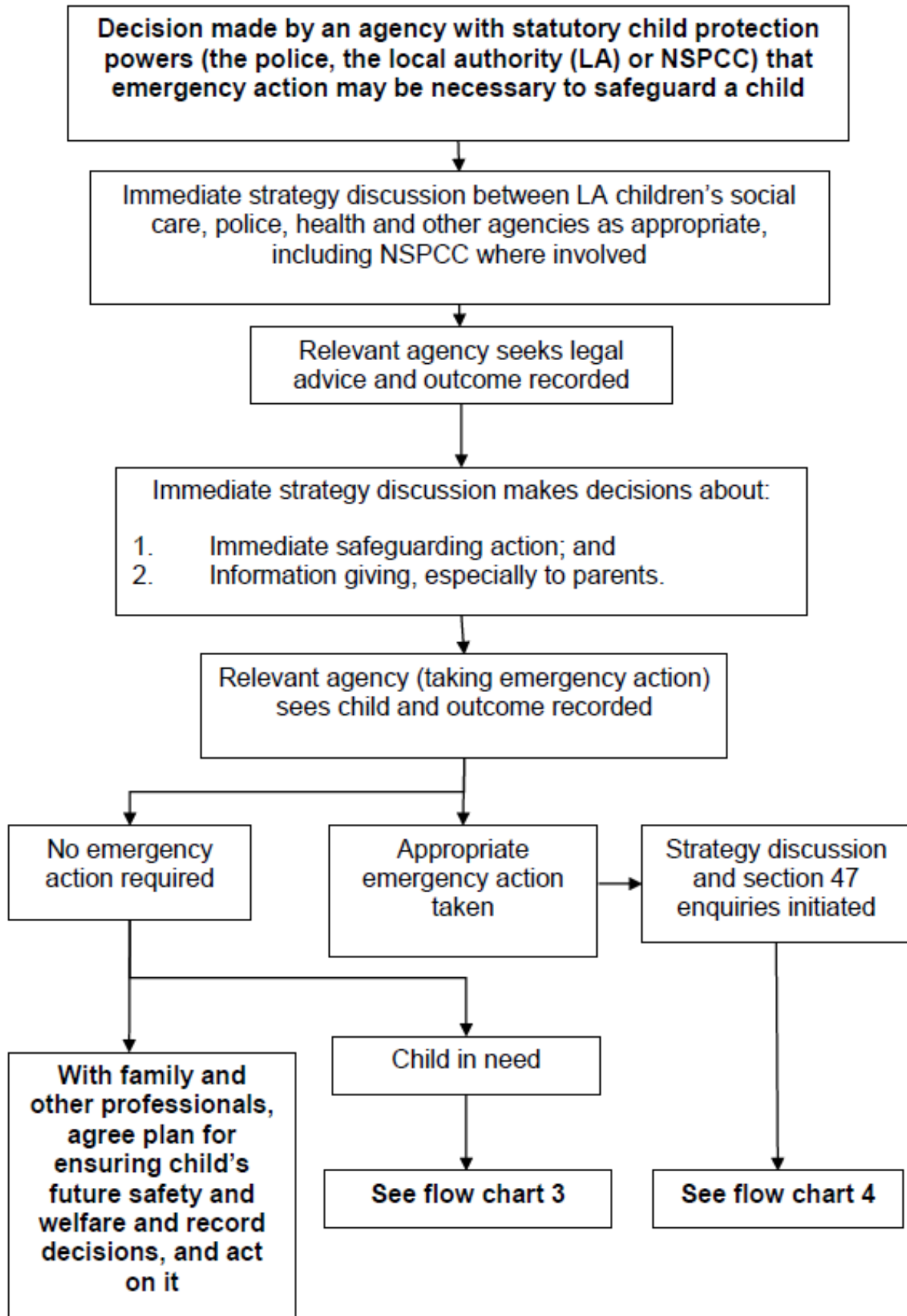
Last revised: September 2016

Appendix 1



Appendix 2

Flowchart 2: Immediate protection



The four categories of child abuse

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

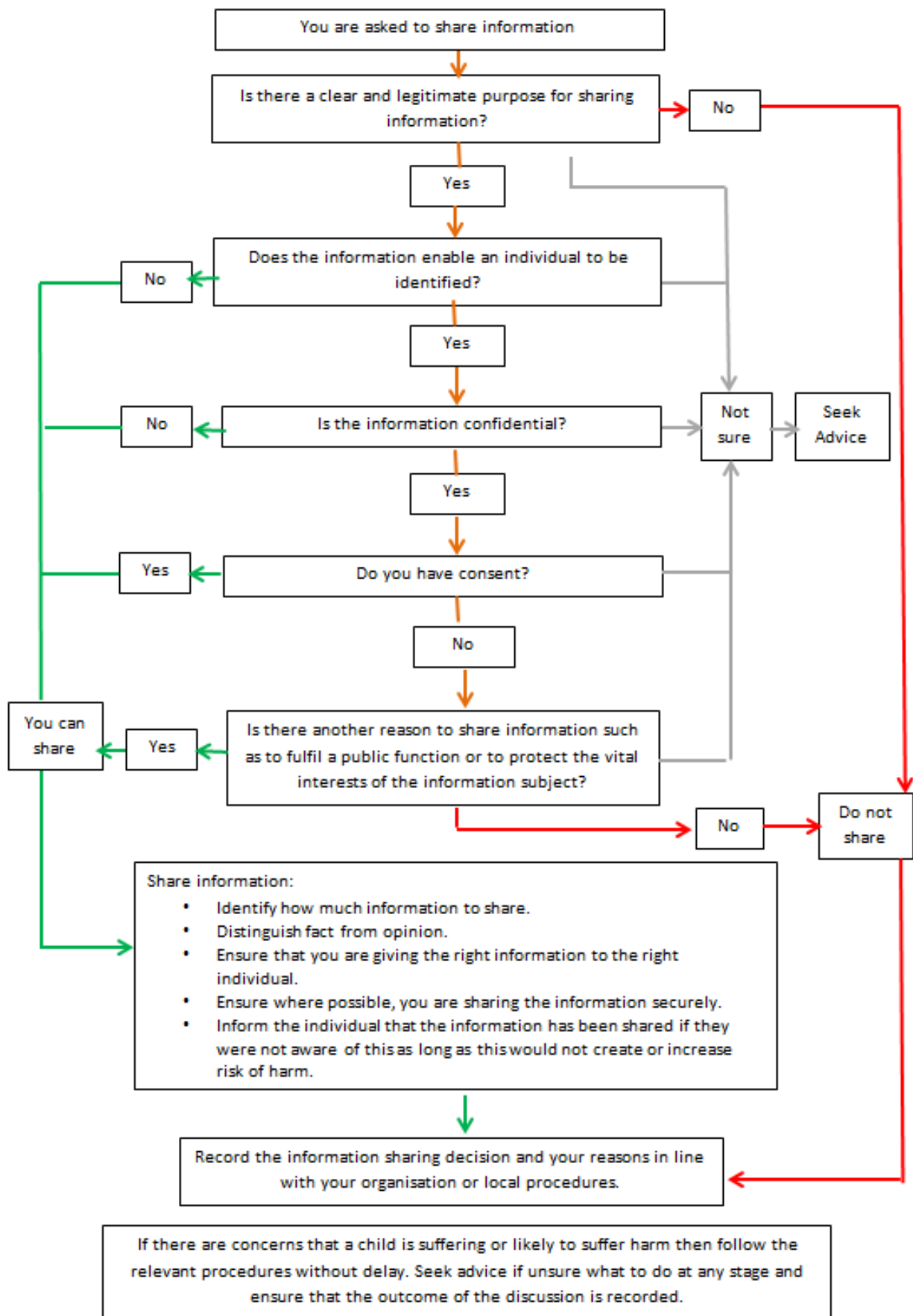
It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 4 - Guidance on completing alert forms

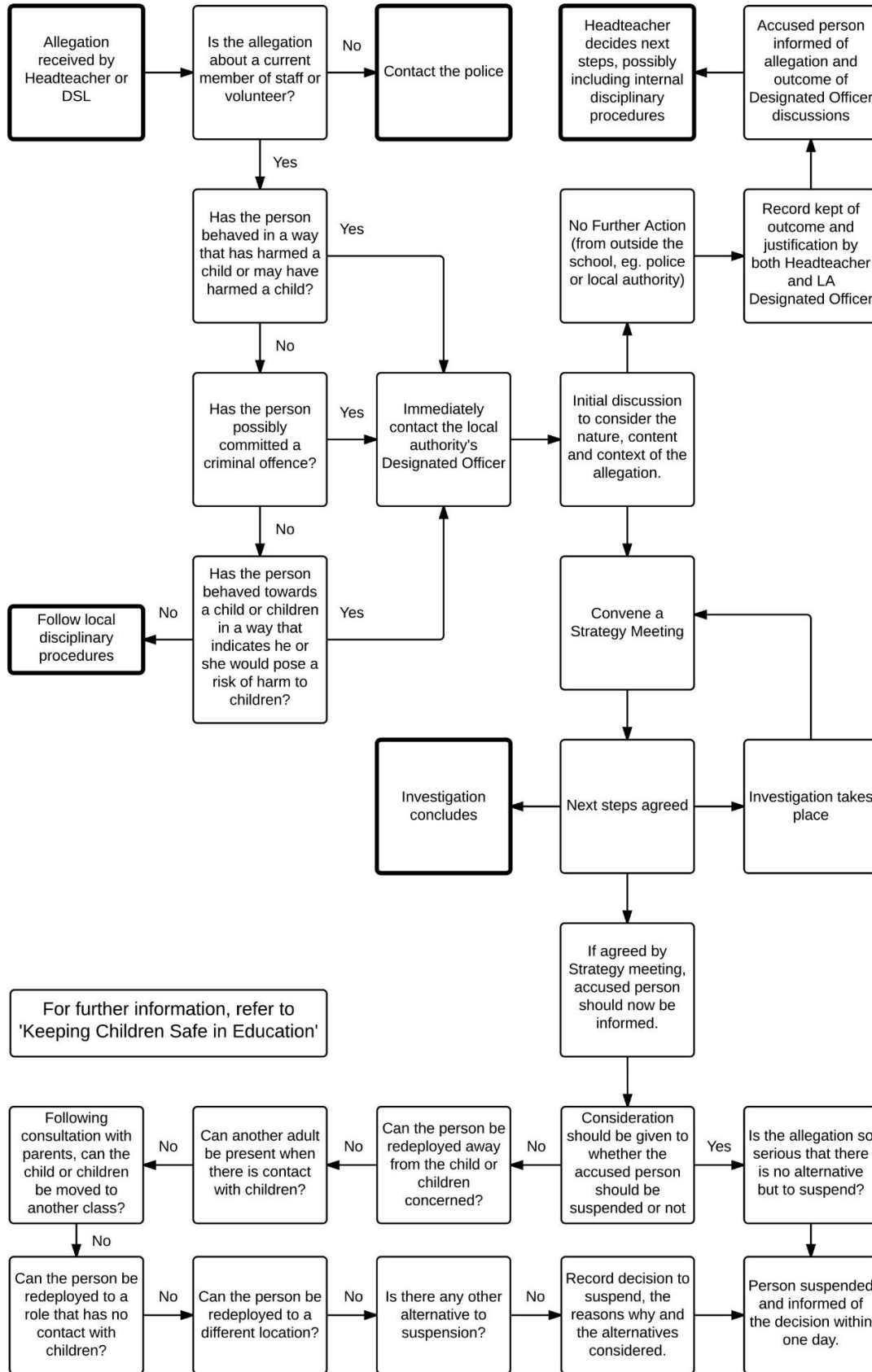
It is important that alert forms are fully completed in a timely way. The details are important. To help the inclusion team respond appropriately, please follow the guidance below.

- Enter all the admin details, including date of birth (we are asked for this when we report a concern to Children's Services or the police)
- Include your full name (not initials)
- Make sure the concern is given in detail, preferably in the child's own words
- Don't report what other people have told you - they must write their own concern form
- Only write about one child on each concern form (use a separate form for each child)
- Remember that alert forms are used in court cases and inquests as primary documents, so they must be complete and accurate.
- Make sure you use an Alert Form to record your concern. Do not use other any other form or piece of paper. Writing on the back of other forms can cause confusion and error.
- If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.
- If there are no Concern Forms available in the box, please:
 - Report to the office and tell someone that you are writing an alert form
 - Finally, contact a member of the safeguarding team
- Do not use email to send your concern, complete a hard copy concern form instead. Emails get missed, go to the wrong person and cannot be signed.
- Completed alert forms must be handed to the red door bins located in the main office. Alert forms regarding pupils known to social care or any children with a non-accidental physical mark to be handed to a member of the inclusion team or SLT immediately.
- Please alert the safeguarding team to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.
- Finally, please sign, date and time the concern form.

Flow chart of how and when to share information



Flow chart for the initial management of allegations about staff or volunteers



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