

POLICY AND PROCEDURES ON SAFEGUARDING

October 2017

This policy is reviewed annually by staff and the governing body.

CONTENTS	Page
Named staff & initial contacts	2
Introduction	3
Safeguarding Commitment	4
Roles and Responsibilities	
General	5
Staff	5-6
Governing Body	7
Executive Headteacher	8
Designated Safeguarding Lead	9-10
Records, Monitoring and Transfer	11
Support to pupils and School Staff	11-12
Other Relevant Policies	12-13
Recruitment and Selection of Staff	13
Useful links – Local and National	14-16
Appendix 1 – Definitions of abuse	17-18
Appendix 2 - Procedure to follow in cases of possible, alleged or suspected abuse	19-21
Appendix 3 - Procedure for allegations against staff and volunteers	22-23
Appendix 4 – EYFS/School Policy: use of Cameras and Mobile Phones	24



Named staff and initial contacts

Warmington:

Designated Safeguarding Lead: **Miss Mikayla Aldous, Head of School**

Deputy Designated Safeguarding Lead: **Mrs Anne McKinnon, EY Lead ,**

Mr Ed Carlyle, Executive Headteacher

Nominated Safeguarding Governor: **Mrs Bobbie Turnton**

Titchmarsh:

Designated Safeguarding Lead: **Miss Gill Griffiths, Head of School**

Deputy Designated Safeguarding Leads: **Mrs Claire Flavell, EY Co-ordinator,**

Mr Ed Carlyle, Executive Headteacher

Nominated Safeguarding Governor: **Miss Louise Foote**

Child Protection, advice and training contacts:

Child Protection Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub: **0300 126 1000; 01733 864170 or 864180 Peterborough, 0345 045 5203 Cambridgeshire**
- By e-mail to: **MASH@northamptonshire.gcsx.gov.uk;**
PDCSC@peterborough.gcsx.gov.uk Peterborough
referralcentre.childrens@cambridgeshire.GCSX.gov.uk Cambridgeshire
- In an emergency outside office hours, by contacting the Emergency Duty Team or the Police.
01604 626938, 01733 234724 01733 234724 Cambridgeshire and Peterborough
- If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.

Multi-Agency Safeguarding Hub (M.A.S.H)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub.

For referrals regarding adults in education:

Local Authority Designated Officers

Designated Officer Administrator - 01604 364041 Designated Officer Andy Smith - 01604 367862

Designated Officer Christine York - 01604 362633 MASH@northamptonshire.gcsx.gov.uk

Peterborough: 01733 864038 LADO@peterborough.gov.uk

Cambridgeshire

Janet Farr - janet.farr@cambridgeshire.gov.uk

Lynn Chesterton - lynn.chesterton@cambridgeshire.gov.uk

Telephone contacts: 01223 727968, 01223 727969, 01223 727967

Out of Hours Emergency Duty Team: 01733 234724



1 Introduction

1.1 Titchmarsh and Warmington School fully recognises the contribution it can make to protect children and support pupils in school. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

1.2 This policy is consistent with:

- the legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002
- the statutory guidance *"Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges"* – September 2016
- The government's *'Working Together to Safeguard Children 2015'* which sets out statutory guidance for agencies
- *"What to do if you're worried a child is being abused- Advice for practitioners"* March 2015
- The Northamptonshire Local Safeguarding Children Board (LSCBN) Procedures, which contain procedures and guidance for safeguarding children.

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of **all staff**. Safeguarding is **everyone's responsibility** and the **best interests** of the child are considered at **all time**. We ensure that all parents and other working partners are aware of our child protection policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents.



1.5 **Extended School Activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

2 **Child Protection Commitment**

2.1 The school adapts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

2.3 **Child Protection in the Curriculum**

The following areas are among those addressed in PSHE and in the wider curriculum:
Bullying/Cyberbullying, Diversity issues, Relationships, Drug, alcohol and substance abuse
E Safety / Internet Safety, *Extremism/Radicalisation*, Fire and Water Safety
Protective Behaviours, Road Safety, Sexual Exploitation of Children (CSE), Sexting
Stranger Awareness, Other child protection issues as relevant.



3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school.

3.2 [Section 11](#) of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

- Education Act 2002 (Section 175/157)

Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

- Northamptonshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education: Part One - information for all school and college staff (DfE, September 2016) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Working Together to Safeguard Children (DfE 2015) requires each school to follow the procedures for protecting children from abuse which are established by the Northamptonshire Safeguarding Children Board.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 All Staff

In accordance with the Statutory Guidance “*Keeping Children Safe in Education*” – September 2016, all members of staff will ensure that they:

- identify concerns early, provide help for children, and prevent concerns from escalating.
- provide a safe environment in which children can learn.
- should have an awareness of child protection issues: • bullying including cyberbullying • children missing education – • child missing from home or care • child sexual exploitation



(CSE) • domestic violence • drugs • fabricated or induced illness • faith abuse • female genital mutilation (FGM) • Honor Based Violence (HBV) • forced marriage-• gangs and youth violence • gender-based violence/violence against women and girls (VAWG)• hate • mental health • missing children and adults strategy • private fostering • preventing radicalisation • relationship abuse • sexting • trafficking

- are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing and sexting put children in danger.
- are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
- should recognise that children are capable of abusing their peers. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or

Whether the perpetrator has repeatedly tried to harm one or more other children; or

Whether there are concerns about the intention of the alleged perpetrator.

- know that peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, domestic abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behavior.
- report any suspicions of peer on peer abuse to the DSL and follow safeguarding procedures.
- support peer on peer abuse victims by providing access to appropriate internal or external support, reconsider groupings and settings, ensuring and securing parental involvement throughout the process and afterwards.
- are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage.
- support social workers and other agencies following any referral.
- Are aware of additional barriers for children who have special educational needs that may provide additional barriers for when recognising the signs of abuse and neglect of these children.
- are aware of systems within their school or college which support safeguarding. This should include: • the child protection policy; • code of conduct • the role of the designated safeguarding lead.
- receive child protection training annually. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff



meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively.

- are aware of the process for making referrals to children's social care and the role they might be expected to play in such assessments.
- know what to do if a child tells them he/she is being abused or neglected. They should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.
- should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- use resources provided by the Local Safeguarding Board for Children at <http://www.northamptonshirescb.org.uk/childcare/eycm-docs-toolkits/> like the 'neglect toolkit' to support their concerns.
- maintain 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.
- If they have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services. If they make a referral they should inform the designated safeguarding lead, as soon as possible. The local authority should make a decision within one working day of a referral being made.
- follow up on a referral should that information not be forthcoming.
- should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves (if after a referral the child's situation does not appear to be improving).
- discover that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.
- know a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.
- have concerns about another staff member then this should be referred to the Executive Headteacher.
- Have concerns about the Executive Headteacher this should be referred to the chair of governors.
- have concerns about safeguarding practices within the school or college. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential



failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team. If a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: (General guidance can be found at- Advice on whistleblowing. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Mon)

3.3 Governing Body

In accordance with the Statutory Guidance *“Keeping Children Safe in Education” – September 2016*, the Governing Body will ensure that:

- The school has a child protection policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Executive Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- ensuring that staff induction is in place with regard to child protection and safeguarding.
- appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead and decide on Deputy Designated Safeguarding Lead(s).
- ensuring that the role of the DSL is explicit in the role-holder's job description.
- ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments.
- ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;

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- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Executive Headteacher, in liaison with the Local Authority Allegations Manager (LADO);
- Effective policies and procedures are in place and updated annually including a behaviour policy, staff handbook for staff and volunteers. Information is provided to the Local Authority (on behalf of the LSCBN) through the Annual Section 11 Safeguarding Return;
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school contributes to inter-agency working in line with statutory guidance *“Working Together to Safeguard Children” 2015* and *Northamptonshire County Council’s “Thresholds and Pathways Document”* including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board for Northamptonshire (LSCBN). If the child lives in Peterborough or Cambridgeshire their documents and safeguarding boards are referred to.
- Safer Recruitment: All school governors need an Enhanced DBS Check (without barred list, unless they are additionally in regulated activity)

3.4 Executive Headteacher

The Executive Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer (LADO);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;



- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care Services or the Police.

3.5 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in *Annex B* of “*Keeping Children Safe in Education*” 2016 and include:

- Ensure the school’s child protection policy is updated annually and is available publicly.
- Provision of information to the LSCBN/Local Authority on safeguarding and child protection;
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
- Support staff who make referrals to local authority children’s social care.
- Are alert to specific needs of children in need, those with special educational needs and young carers. Taking careful consideration over additional barriers that exist when recognising the signs of abuse and neglect of these children.
- DSL or deputy are always available during term time for staff in school to discuss safeguarding concerns. They may also be contacted out of hours.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring service as required.
- Liaise with the Executive Headteacher to inform her of issues, especially ongoing enquiries under section 47 of the children act 1989 and police investigation.
- Refer cases to the Channel programme where there is a radicalisation concern as required.



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- Support staff who make referrals to the Channel programme.
- Undertake Prevent awareness training and support the school with regards to the requirements of the prevent duty and are able to provide advice and support to staff on protecting children from risk of radicalisation.
- Understand the assessment process for providing early help and intervention.
- Acting as a source of support, advice and expertise within the school;
- Liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns. (The local authority for where the child lives is contacted).
- Attending and contributing to child protection conferences when required;
- Ensuring each member of staff has access to and understands the school’s child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance - “Keeping Children Safe in Education” – 2016 and the “Staff Code of Conduct”;
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Obtaining access to resources and training for all staff and DSL and deputy DSL attend refresher training courses every two years;
- Where children leave the school, ensuring that their child protection file is copied and handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. (Original records must be maintained securely by the school);
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on “Records and Monitoring” below.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all the staff, in any measures the school or college may put in place to protect them.



- Ensure a designated member of staff is available during opening hours for staff to discuss safeguarding concerns. Therefore if the DSL is off site, the Deputy should be notified and prepared.

4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to, other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely in the school office, with access confined to specific staff, e.g. the Designated Safeguarding Lead, Deputy Safeguarding Lead and the Executive Headteacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post and original documents kept (until a child has reached 25 or 75 if the child is a looked after child). Files requested by other agencies e.g. Police, should be copied and shared as appropriate.
- 4.6 Access to records of internet search history must be available through the provider for monitoring by the DSL of any safeguarding content.

5 Support for Pupils and School staff

5.1 Support for pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives.



Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

5.2 This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

5.3 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

5.4 **Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

6 **Working with Parents/Carers**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website;
- Undertake appropriate discussion with parents/carers prior to involvement of CYPS Specialist Services (Children's Social Care) or Parent Support Worker or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 **Other Relevant Policies**

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour
- Racist Incidents



- Anti-Bullying (including Cyberbullying and racist incidents)
- Use of Reasonable Force” and “Screening, Searching and Confiscation (Physical Interventions/Restraint)
- Inclusion (including SEN and LAC)
- Educational visits
- Work Experience and Extended Work Placements
- First Aid and the Administration of Medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- E-safety
- Extended school activities
- Safer Recruitment

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

- 7.2 The School will ensure that all staff are familiar with the Prevent agenda, be able to promote British Values, understand how they can recognise practice and behaviours in students and colleagues and are aware of the course of action to take if they are concerned. Reference: The prevent Strategy
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf And The Prevent Duty
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

8 Recruitment and Selection of Staff

- 8.1 The school’s safer recruitment processes are based on the Statutory Guidance: *“Keeping Children Safe in Education” – September 2016*. The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults



working with children. The “Keeping Children Safe in Education 2016”, Child Protection Policy and the “Staff Code of Conduct” are given to all staff and are the basis for the safeguarding induction.

- 8.3 On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending other another appropriate local or national accredited training course.

Useful Links

Local- Northamptonshire

Local Safeguarding Children Board Northamptonshire (LSCBN):

Ground Floor John Dryden House 8-10 The Lakes Northampton NN4 7YD **01604 364036**

Education Entitlement Service

Online referral form available at:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Safeguarding Adults access advice:

Safeguarding Adults Team

Northamptonshire County Council

John Dryden House, 8-10 The Lakes

Northampton NN4 7YD

01604 362900 (Internal Ext 62900)

adultsafeguardingadmin@northamptonshire.gcsx.gov.uk (secure email)

E-referral form at:

<http://www.northamptonshire.gov.uk/en/councilservices/socialcare/adults/Pages/Safeguarding-Adults.aspx>

Local- Cambridgeshire

01480 373522 Cambridgeshire LSCB, Scott House, 5 George Street, Huntingdon, PE29 3AD

Local- Peterborough

01733 864170

Complex Case Meetings



Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, a CAF coordinator or Troubled Families coordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

Locality Forums

The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.

Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

National

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

0808 800 5000

ChildLine:

<http://www.childline.org.uk/Pages/Home.aspx>

0800 1111

Child Exploitation and Online Protection (CEOP):

<http://ceop.police.uk/>

0870 000 3344

Prevent Strategy

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The Prevent Duty

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf



APPENDIX 1

DEFINITIONS OF ABUSE

(From 'Keeping Children Safe in Education' 2016)

What is Child 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."

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."

Emotional Abuse

"The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or



Titchmarsh
Primary School

The Unity of Titchmarsh and Warmington Schools



‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.”



APPENDIX 2

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Local Safeguarding Children Board for Northamptonshire Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCBN website www.lscbnorthamptonshire.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC “Thresholds and Pathways”. If the child lives in a different authority- their thresholds and pathways documents and contacts are used.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.



B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Executive Headteacher must be informed. The Executive Headteacher will contact the Designated Officer to seek advice and make a referral.
- 4) If the allegation is about the Executive Headteacher, the information should normally be passed to the Chair of Governors or the Designated Officer.. See contacts on Pages 2 of this policy.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – Main Procedural Steps

- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children’s Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the LSCBN Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the



The Unity of Titchmarsh and Warmington Schools



online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details on page 2 of this document.

- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.



APPENDIX 3

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING EXECUTIVE HEADTEACHER) AND VOLUNTEERS (References to staff in this process include staff in schools, central services and volunteers).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents:

- DfE *“Keeping Children Safe in Education: Statutory guidance for schools and colleges”* – September 2016 (part 4).
- LSCBN procedures – Section 5.

A. Individual Staff/Volunteers/Other Adults who receive the allegation:

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Executive Headteacher.
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Executive Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the LADO as soon as possible or if unavailable contact the Multi-Agency Safeguarding Hub on the same day.

B. Executive Headteacher



The Unity of Titchmarsh and Warmington Schools



- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the LADO, so advises or if circumstances require a referral.
- 5) If it involves a member of the Early Years team, Ofsted are to be notified.
- 6) Ongoing involvement in cases:
 - Liaison with the LADO
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

C. Chair of Governors (only relevant in the case of an allegation against the Executive Headteacher)

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Notify the LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the LADO so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the LADO
 - Co-operation with the investigating agency's enquiries as appropriate.



- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

APPENDIX 4

Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones, laptops and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (In the staffroom or personal classroom cupboard) (This includes visitors, volunteers and students).
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas.
- Mobile phones should not be used while the member of staff is responsible for a child/children. (e.g. at Lunchtime duty)
- Only school equipment should be used to record any school activities. Photos should be put on the school system (staff hard drive) as soon as possible and not sent to or kept on personal devices.
- During school outings nominated staff will use their own mobile telephone which should have all the necessary contact numbers for staff on the trip and school contacts.
- All telephone contact with parents or carers must be made on the school phone and a note kept. Personal mobile phones should not be used.
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.
- Staff and parents are advised against the misuse of network sites such as Facebook and Twitter to share confidential or potentially negative or abusive comments or information regarding the school, a member of staff, parent or child.
- Parental permission is gained at the beginning of the school year to use photographs of children on the website, blogs and external publication.



This policy is supported by the following policies:

- Anti-Bullying Policy
- E-safety Policy
- Behaviour Policy
- Staff Code of Conduct

Appendix:

- 1: Pastoral notes
2. Care of Concern Form
3. Telephone Log
4. LSBCN A guide to safeguarding children in Northamptonshire
5. Working Together to Safeguard Children 2015
6. Keeping children safe in education 2016
7. Statutory Framework for the Early Years Foundation Stage 2014
8. Prevent Strategy
9. What to do if you're worried a child is being abused Advice for practitioners March 2015
10. Northamptonshire Thresholds and Pathways October 2015
11. Multi-agency statutory guidance on female genital mutilation April 2016
12. The Prevent duty Departmental advice for schools and childcare providers June 2015
13. Revised Prevent Duty Guidance 2015