



## 1. Introduction

Priory CE Primary School fully recognises its responsibilities for safeguarding and child protection. This policy is for the purpose of:

- Protecting children from maltreatment
- Preventing impairment of children's health development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

Child Protection is only one part of safeguarding and promoting welfare. By working proactively with other agencies, the need for action, to protect children from harm should be reduced.

Children defined as 'in need' are those whose vulnerability is such they are unlikely to reach their potential without the provision of services.

**The Role description for the Designated Lead is Appendix A of this policy.**

**The Designated Safeguarding Lead (DSL) in this school is:**

**Headteacher: Pam Keen**

**The Deputy Designated Safeguarding Leads (Deputy DSL) in this school are:**

**Deputy Headteacher: Jenny Cunliffe**

**Assistant Headteacher: Emma Woolliscroft**

**Senior Inclusion Leader: Becky Fairclough**

**Senior Inclusion Leader: Jackie Tindall**

**The Nominated Governor for Safeguarding is: Edwin Lewis**

**The Local Authority officer for Child Protection is TBA  
The Local Authority Agency Link for training is Sangita Mishra**

Priory has a Core Safeguarding Team:

- Miss Keen: Headteacher
- Mrs Cunliffe: Deputy Headteacher
- Mrs Woolliscroft: Assistant Headteacher
- Mrs Fairclough: Senior Inclusion Leader
- Mrs Hawkesworth: Safeguarding Administration
- Mr Edwin Lewis: Governor Safeguarding Lead

Our policy applies to all staff, governors and volunteers working in the school, who have a key duty to safeguard and promote the welfare of children. A child is anyone who has not reached their 19th birthday.

This school recognises its legal duty to work with other agencies in protecting children from harm and in responding to abuse. We aim to encourage open and accepting attitudes towards children as part of our responsibility for pastoral care. We trust that parents and children will feel able to talk about any concerns and that they will see the school as a safe place if there are difficulties at home. Children's fears and worries will be taken seriously if they ask for help from a member of staff.

However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

## 2. The Legal Framework

Priory will fulfil their local and national responsibilities as laid out in the following documents:-

**'Inspecting safeguarding in early years, education and skills settings' (updated 2016)**, which is the Ofsted guidance for Inspections. The guidance is available via the following link



'Working Together to Safeguard Children' (2015) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link: <http://www.workingtogetheronline.co.uk/index.html>

"Keeping Children Safe in Education" (September 2019), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418686/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf)

"What to Do if Worried a child is being Abused: Advice for Practitioners". (March 2015). [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

"Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". March 2015. The guidance is available via the following link: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

"The Prevent Duty Departmental, advice for Schools and child care providers June 2015. The guidance is available via the following link: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Furthermore, we will follow the procedures set out by the Stoke-on-Trent Safeguarding Children's Board: <http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>

The School carries out an annual audit of its Safeguarding which is a requirement of the Education Act 2002 & 2006, a copy of which is sent to the Local Authority Safeguarding Team.

### 3. Key Principles

Safeguarding arrangements at Priory are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff, Governors and Volunteers should play their full part in keeping children safe.
- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.
- That all Staff, Governors and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Governors and Volunteers should feel confident that they can report **all matters of safeguarding children** in the School where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.

### 4. Roles and responsibilities for Safeguarding:

All organisations that work with children share a commitment to safeguard and promote their welfare and hold shared responsibility.

- LA's have a duty to safeguard and promote the welfare of children in need.
- Social Care has to ensure children are protected from harm or risk of social exclusion. They act as the principal point of contact for children of whom there are concerns.
- Schools have a crucial role in identifying concerns and possible abuse/ neglect at an early stage.
- Health Professionals support and promote health and development from birth
- Housing Officers recognising welfare issues in their daily contact with families
- Police have to uphold the law and prevent crime
- Faith Communities carry an important role in supporting families.

Schools have a statutory duty to protect children in their care. They must have:

- a child protection policy
- child protection procedures
- a designated lead for child protection - both on the board of trustees and in the senior management team
- safe recruitment processes

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding



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, and are listened to.
- Ensure children know that there are adults in the school whom they can 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 will follow the procedures set out by the Local Safeguarding Children's Board and the locally agreed inter - agency procedures and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have at least one designated teacher for child protection and safeguarding who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection and safeguarding.
- Ensure every member of staff, volunteer and governor knows the name of the designated safeguarding lead responsible for child protection and their role.
- 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 teacher responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure information sharing, including transfer of files follows guidance and legislation on Secure Information Sharing.
- Follow procedures that comply with guidance from the Local Authority where an allegation is made against a member of staff or volunteer.
- To assign an appropriate governors disciplinary and complaints committee if required.
- A designated Governor with responsibility for child Protection must liaise with the Local Authority in the event of allegations of abuse being made against the Head Teacher.
- Child Protection statistics must be reported at least annually to the Governing Body with due regard given to confidentiality
- Ensure safe recruitment practices are always followed.

### 5. Children who may require Early Help.

Staff and Volunteers working within the School should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help for a child who:

- Is disabled and has specific additional needs.
- Have special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding

- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme



These children are therefore more vulnerable; the school will identify who their vulnerable children are, ensuring Staff and Volunteers know the processes to secure advice, help and support where needed.

### 6. Types of Abuse

There are four types of child abuse as defined in 'Working Together to Safeguard Children' and these types of abuse are defined in the 'Keeping Children Safe in Education Statutory Guidance' as:

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/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** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **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 or 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** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
  - Provide adequate food, clothing and shelter.
  - Protect a child from physical and emotional harm or danger.
  - Ensure adequate supervision (including the use of inadequate care-givers);
  - Ensure access to appropriate medical care or treatment.
  - Respond to a child's basic emotional needs

**Bullying** and forms of bullying including prejudice based and Cyber Bullying is also abuse and likely to include at least one, if not two, three or all four, of the defined categories of abuse.

### 7. The signs of abuse that Staff and Volunteers should look out for:

#### Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

**Important indicators of physical abuse** are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding



The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

### Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Developmental delay in terms of emotional progress.

### Sexual Abuse

All Staff and Volunteers should be aware that adults (men and women) or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden changes in school performance
- Personality changes
- Becoming insecure
- Aggressive or unusually compliant behaviour
- Thumb sucking, depression, withdrawal, sadness
- Inappropriate sexual behaviour
- Not wanting to be alone
- Medical problems e.g. urinary infection / abdominal pain
- Day / night wetting



- Lack of trust in a familiar adult

## Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

## 8. Specific Safeguarding Issues

There are specific issues that have become critical issues which are highlighted as current key concerns nationally. School will endeavour to ensure their Staff, Governors and Volunteers are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- **Child Sexual Exploitation (CSE)**
- **Female Genital Mutilation (FGM)**
- **Radicalisation**
- **Peer on Peer abuse**
- **Sexual Violence and Sexual Harassment**
- **Sexting**
- **Private Fostering**
- Children Missing in Education
- Children and the Court System
- Children with Family Members in Prison
- Child Criminal Exploitation: county lines
- Drugs
- Mental health
- Domestic violence
- Homelessness
- Fabricated or induced illness
- Faith abuse
- Forced marriage
- So-called honour based violence
- Gangs and youth violence
- Gender based violence/Violence against women and girls (VAWG)
- Trafficking

Broad government guidance on the issues listed above can be found at

<https://www.gov.uk/government/organisations/department-for-education>

### Child Sexual Exploitation and Sexualised Behaviour

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

#### Updated Statutory Definition 2017

Although the majority of children at risk of Child Sexual Exploitation (CSE), are children and young people who attend secondary school, primary school aged children can also be at risk, or can be vulnerable to early grooming prior to entering secondary school. For this reason we ensure that staff have a clear understanding of the definition of CSE and the risk indicators, as well as the procedures which are to be followed.

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding



We ensure that curriculum based learning has embedded within it a range of opportunities to enhance self-awareness, self-esteem and resilience in children so they are less likely to become involved in situations of CSE later on.

Our PSHE curriculum lessons support them in awareness of what safe social interactions feel like and how they need to be tuned into their feelings so they can gauge when they may be in a risky situation. Lessons focus on promoting healthy interactions, positive relationships and independent self-care skills for children, and will enable teachers to alert children to the dangers of grooming and CSE in a way that respects their right to feel safe and that is appropriate for their age/stage of development. Practitioners use correct anatomical language for naming body parts.

E-Safety policies are rigorous and E-Safety is taught throughout the school so that children know how to keep themselves safe online. We also provide guidance and support for parents and carers.

Staff observe behaviour closely. When sexualised behaviour has been observed, where a child or parent has informed staff that such behaviour has taken place, or where potential CSE indicators have been highlighted, they will record this as an incident using the Safeguarding area of CPOMS.

The DSL will investigate the incident, or behaviours that have taken place and make a considered assessment of its nature before deciding on the appropriate next steps. A Risk Factor Matrix (RFM) may need to be completed by the DSL in order to decide whether the child should be classed as Below Low, Low, Medium or High Risk.

Below Low	Age appropriate sexual exploration	No action; continue to log observations on CPOMS
Low	Inappropriate sexual behaviour which is not considered to be abusive. Low level understanding of online safety, which has led to inappropriate online activity or contact with unknown individuals that could put the child at risk of CSE.	Inform parents/carers to devise a consistent strategy to manage the behaviours, eliminate any medical reasons underpinning the behaviours, and consider a possible referral to other agencies e.g. CAHMS, Educational Psychologist, Behaviour Improvement Team, CSC. Work with the family to offer further education on online safety and the risks of CSE.  Complete RFM and email to the CSE Social Work (for information only). Consider instigating an 'Early Help'.
Medium/High	Inappropriate sexual behaviour which when put together with other information might be an indication that the child is a victim of CSE or that the child is experiencing sexual abuse.  Sexual behaviour which constitutes an offence.	A discussion should take place with Children's Social Care to determine next steps – e.g. informing parents, investigation, and Police involvement. If necessary this should then be escalated to the Safeguarding Referral Team or Local Support Team. A MARF should be completed and emailed to SRT along with the RFM. The RFM should also be emailed to the CSE Social Worker.

### Prevent Duties

Priory will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure staff implement the duty

We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. Records will be made, updated and stored as appropriate. We use the Local Authority case referral pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or social care.



## Female Genital Mutilation (FGM)

Priory recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action. All suspected or actual cases of FGM is a Safeguarding concern in which Safeguarding Procedures will be followed.

## Peer on Peer Abuse including Sexual Violence & Sexual Harassment

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. At Priory we are committed to ensuring that any form of peer on peer abuse or harmful behaviour is dealt with immediately and consistently.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues.

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexual violence, sexual harassment and sexual exploitation, bullying, cyber bullying and sexting. It may be appropriate to regard a young person's behaviour as abusive if some of the following features are present:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.
- The allegation 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 student
- Indicates that young people outside the school may be affected by this student

**Sexual violence and sexual harassment** can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

When referring to **sexual violence** we are referring to sexual offences under the Sexual Offences Act 2003: rape, assault by penetration and sexual assault (touching without consent).

When referring to **sexual harassment** we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding



- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Any concerns or disclosures regarding peer on peer abuse should be treated in the same way as other safeguarding matters through following this policy.

A factual record should be made of the allegation and the DSL informed. The DSL will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place the police will be informed. Parents, of both the pupil/s being complained about and the alleged victim/s, will be informed and kept updated on the progress of the allegation/referral. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding records. If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action. In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

### Private Fostering

**Definition of a Private fostering Arrangement:** A Privately fostered child is a child under 16 years old (or 18 years old if disabled) living away from his/her birth parents for longer than 28 days with a person who is not:

- A parent of the child
- Someone who has parental responsibility for the child
- A close relative of the child

**Definition of a Close Relative:** The Children Act 1989 (Section 105) defines a relative in relation to a child as: a grandparent, brother, sister, uncle or aunt (whether of the full blood or half blood or by affinity) or step parent (a married step parent, including a civil partnership). This excludes unmarried couples but in practice, unmarried or putative fathers will be included in all decision-making.

There is a duty on the part of parents and prospective carers entering into private fostering arrangements to notify their local authority. This is in order to safeguard and protect the child's welfare as well as ensuring that the child, carer and parent are receiving appropriate support and help.

### Signs that a child might be privately fostered

Consider the following:

- Is the child under the age of 16 (or 18 if disabled)?
- Is the child new to your school?
- Although there may be a number of reasons for a child joining the school, including being in local authority foster care or a member of a travelling community, a new child could be a privately fostered child.
- Has the child mentioned that they are no longer living at home / living with someone else?
- Is the child accompanied to school by someone other than a parent/recognised carer?
- Has a child disappeared from your school without a given reason?
- Is the child's carer vague about the child's education, their routines and needs?
- If the child has come from overseas, do you know the purpose of the visit and the living arrangements? Are they accompanied by their parents? Is the child here for the purposes of education?
- Could the child be a trafficked child?

Priory recognises and understands that there is now a mandatory reporting duty to report to the Local Authority any signs which suggest that a child may be privately fostered. Failure to do so may result in disciplinary action.

All suspected or actual cases of Private Fostering is a Safeguarding concern in which Safeguarding Procedures will be followed.



**9. Expectations of Staff and Volunteers** (the procedures and processes that should be followed, including the support provided to children):

### The Three “E”s

When trying to decide whether the concerns are sufficient to require action, judgements should be based on:

- **Evidence** – what have I seen or heard? (Write it down verbatim)
- **Experience** – what does my past involvement with child protection and with this child / family tell me?
- **Empathy** – what non-verbal / intuitive cues am I aware of?

N.B. It is not the school's job to decide whether the child has been abused or by whom. If necessary the designated lead (s) responsible will consult the ART team (Advice and Referral Team) **Tel: 01782 235100**  
<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>

However, if unsure as to whether or not a referral into ART is required, then the designated lead(s) responsible should contact a Social worker from the Locality Team to discuss concerns and ascertain whether or not the concerns meet the threshold for safeguarding.

When the concerns do meet the threshold for a safeguarding referral, ART should be contacted and a Multi Agency Referral Form (MARF) must be completed and submitted as directed.

Where the concerns do not meet the threshold for safeguarding, discussions with a Social Worker from the Locality Team can take place with regard to what support can be offered and what action needs to be taken to address concerns.

- If staff have **any safeguarding concerns** about a child, they are required to report them initially, and swiftly, to the Designated Lead responsible or Deputy (DSL) – **Miss Keen or Mrs Tindall**, who will then decide if outside agencies responsible for investigation and child protection need to be contacted.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure **they should always speak to the designated safeguarding leads**. In **exceptional circumstances**, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
- **Staff must record any and all concerns immediately using CPOMS. This will alert the Safeguarding Team via email. Staff should always go and speak to the DSL too to ensure they have received and understand the concern if it is of a serious nature. If you do not have access to CPOMS the DSL will complete this with you.** Please ensure the level of detail required and ensure factual recording of information only.
- Attempts will also be made by the DSL to discuss significant concerns with the family prior to making a referral to Social Services **unless there are legitimate concerns that such discussions may increase the likelihood of risk to the child.**
- School staff **should not carry out investigations nor decide whether children have been abused. This is a matter for the specialist agencies.**
- All staff should be familiar with the procedures for keeping a confidential written record of any incidents. The school will seek advice from the ART Team or the Police if unsure how to proceed.
- If it is necessary to use physical force to protect a child from injury, to prevent a child from harming others, parents will be informed of actions taken and reasons for the intervention. **This must be recorded on CPOMS. If you do not have access ask the DSL to complete this with you.**
- If any child is injured accidentally, parents will be informed immediately and all accidental injuries will be recorded in line with the school's accident reporting system.
- **If an incident regarding a member of staff and a child causes any concern this must be reported immediately to the Headteacher or another member of SLT in their absence. If the member of staff is the Headteacher then this should be referred immediately to the Chair of Governors or another Governor if they are unavailable, ideally the Vice Chair of Governors Sarah Morris.**



## 10. Talking to and listening to children

### Receive

- LISTEN to the child, if you are shocked at what they say to you try not to show it. Take what they say to you seriously, children rarely lie about abuse and if they are not believed it adds to the traumatic nature of disclosing. They may retract what they have said if they meet with revulsion or disbelief.
- ACCEPT what they say, be careful not to burden them with guilt by asking “why didn’t you tell me before?”

### Reassure

- STAY CALM, reassure the child that they have done the right thing in talking to you. Be honest with the child, do not make any promises that you are unable to keep, like “I’ll stay with you”, or “Everything will be all right now”
- DO NOT promise confidentiality, **you have a duty under s47 Children Act 1989 to refer a child who is at risk.**
- TRY to alleviate any feelings of guilt that the child displays, i.e. “You are not alone, you are not the only one this sort of thing has happened to”
- ACKNOWLEDGE how hard it must have been for the child to tell you what has happened.
- EMPATHISE with the child, don’t tell them what they should be feeling

### React

- REACT to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, DO NOT interrogate the child or make investigations with third parties to establish any of the facts.
- DO NOT examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- DO NOT take photographs of injuries.
- AVOID asking leading questions, i.e. “did he touch your penis?” You need to be careful about what you ask the child, you may taint any evidence being put before a court.
- USE open questions, such as “anything else you would like to tell me?” “when did it happen?” USE ‘TED’ tell me, explain, describe.
- DO NOT criticise the perpetrator, the child may love him/her and reconciliation may be possible.
- DO NOT ask the child to repeat what has been said to another member of staff.
- EXPLAIN what you have to do next and to whom you have to talk to.
- INFORM the designated lead for child protection.

### Record

- AS SOON as it reasonably practical make notes on what has happened and add them, or work with the DSL to add them to CPOMS
- DO NOT destroy these notes, they should be retained in a safe place. The court in any legal process may require them.
- Record Place, Date, Time and the details of the child involved. Record any noticeable non-verbal behaviour of the child. If the child uses their own words to describe sexual organs/acts, record those words spoken do not translate them into proper words.
- If you have identified any injuries draw a diagram to indicate positioning. This can then be added to the body map on CPOMS.
- Be objective in your recording include statements made, observational things, rather than assumptions or interpretations. Rely on FACT, a fact is any event that can be perceived by one of the five senses.
- DO NOT ask a child to sign a written copy of the disclosure or a ‘statement’.
- DO NOT discuss this with anyone other than the DSL.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

## 11. Attendance at Child Protection Conferences

The Designated Child Protection Lead will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report. A suggested template for this report is available on:  
<http://education.staffordshire.gov.uk/PupilSupport/SEN/Services/safeguarding/designatedstaff/>

Parents should be informed of what is in the report as there should be no surprises about the information shared at Conference.

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding



If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the Designated Safeguarding Lead (DSL) for child protection.

### 12. Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 2018 European Convention on Human Rights, Article 8). Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

When children transfer to a new school at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.

Child protection information must be transferred as soon as possible to the pupil's new school, but kept separately from the main pupil file. Parental consent is not required to transfer this data, since it is held to prevent harm to a child. Where parents object, the fact should be recorded and the reasons to transfer should be noted.

Information should be securely transferred by post or by direct transfer by the designated Core Safeguarding Team to the Designated Officer at the school the pupil is transferring to. Ensure a written receipt is obtained. Custody of and responsibility for the records then passes to the school the pupil transfers to.

**“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”**. March 2015. The guidance is available via the following link:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

### 13. Checking of Staff and Volunteers

Parents can feel confident that careful procedures, through the Disclosure and Barring Service (DBS), are in place to ensure that all staff appointed are suitable to work with children. DBS Procedures are also applied to voluntary helpers and non-teaching staff.

We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;

- We will check the identity of a person being considered for appointment and their right to stay in the UK;
- We will undertake overseas checks if a staff member being employed has returned from a period of employment from abroad;
- We will ensure Staff and Volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post;

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding



- We will apply the Disqualification by Association rules; having a relevant procedure in place which can be applied if required.
- We have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; we are aware that this is a legal duty.
- We will have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor.
- Our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children
- If a Governor is involved in what is defined as regulated activity then that person has the appropriate DBS / other checks required.
- We understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises.
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school/college, the local community and or viewed to be inflammatory e.g. banned political groups.

### 14. Training

Newly appointed staff have a robust induction into the child protection procedures when they join the school. They will have an induction meeting with the Headteacher or another member of SLT. They will be given and talked through a Staff Handbook which includes our code of conduct and copy of the school Safeguarding Policy. They will also be given and asked to read a copy of 'Keeping Children Safe in Education'. Staff will attend the Level 1 Safeguarding within 6 months of joining the school; we aim to provide this within the first month.

Volunteers will have an induction meeting with the Headteacher or another member of SLT. They will be given and talked through a Policy which includes our code of conduct and copy of the school Safeguarding Policy. They will also be given and asked to read a copy of 'Keeping Children Safe in Education'. Volunteers sign and return their code of conduct.

The initial Level 1 Safeguarding training given to each member of the organisation will be updated every three years and recorded.

Where possible, Governors have attended Level 1 training. A Governor is responsible for overseeing Safeguarding procedures. They meet termly with the DSL to check the audit of provision and to discuss any issues, training etc. Governors are immediately informed if there is a serious Safeguarding complaint.

The DSL and any Deputies will attend Level 2 training and will regularly attend Level 3 training. A Level 2 refresher may be required from time to time. The DSL will attend Level 4 training e.g. Managing Allegations.

### 15. What staff and volunteers need to disclose

Any employee who is working with children of reception age or younger, and children aged between five and eight years old (Year 1 to Year 4) in an out of school setting, **must self-declare that they are not disqualified**. This includes any staff members who are offering before or after school clubs, regardless of the activity, and All Stars staff. Self-declaration should be made verbally to the School Business Manager, or if circumstances *change*. All staff are reminded that their relationships and associations (including online) may have an implication for the safeguarding of pupils, and if there are concerns about that, the school should be told.

Any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the head teacher.

Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during their employment at the school. The Headteacher will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the Headteacher. The head teacher will discuss with the Local Authority Designated Officer (LADO) in regard to procedures for dealing with allegations against persons who work in a position of trust with children. Appropriate action will be agreed.

### 16. Allegations of abuse made against a person who works with children

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding



Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer is therefore taken seriously.

Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately.

**Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the Designated Senior Manager, Pam Keen (Headteacher).** If she is unavailable ask Jenny Cunliffe (Deputy DSL), Cat Hawkesworth (School Business Manager) or a member of SLT to contact her for you. It is important that you do not share your concerns with anyone else unless the Headteacher is unavailable and you are asked to do so by a member of SLT.

**If the allegation is against the Headteacher, it should be reported to the Chair of Governors.** A member of the Office staff will provide her number. It is important that you do not share your concerns with anyone else unless Chair of Governors is unavailable and you are asked to do so by the Vice Chair.

**Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff.**

In line with government guidance and SSCB procedures, the Head / Chair of Governors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust 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;
- 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

*(Dealing with allegations of Abuse Against teachers and Other Staff – DFE statutory guidance 2012)*

This initial discussion will establish the validity of any allegation under SSCB procedures ([www.staffsscb.org.uk](http://www.staffsscb.org.uk) procedure 4A) and if a child protection safeguarding referral is required due to a child having suffered or being at risk of suffering 'significant harm'. If this is the case a referral will be raised with the relevant Safeguarding team and a section 47 child protection strategy meeting will be convened that the Head / Chair should attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Joint Evaluation Meeting (JEM) to consider the issues and any action required.

The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the a Senior HR advisor for the School.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the school will take appropriate investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the school when appropriate, in line with current guidance.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

All staff are referred to the SCB website link below for latest guidance on **managing allegations** against staff or volunteers: <http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

**Please note:** This guidance should be referred to, and followed as required, **via the link above.** Please do not download a copy, as it is regularly refreshed and updated.

The Head Teacher/Manager – **Miss Keen** will be the person to make referrals.

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding

If parents have any concerns they should be addressed to the Headteacher, **Miss Keen** or the Chair of Governors.



### 17. E-Safety and the Curriculum

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc. place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

#### Protection is Prevention

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection lead should be informed immediately)
- We teach a specific E-Safety programme and teach E-Safety through the curriculum teaching particularly PSHE and Relationship Education.
- Pupils are told not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils, parents and staff should adhere to the Acceptable use agreements everyone signs.
- We provide advice and support for parents in ensuring safe use of technology at home.
- We involve the Police if there is any criminal element to misuse of the internet, phones or any other form of electronic.
- We work closely with our PCSO and may also inform them of issues where children are putting themselves or others at risk.

### 18. Storage of Mobile Phone, Images of children (Early Years Framework 2012)

Staff and volunteers must not use personal devices to take images of pupils and must not store any on their personal devices. School cameras are to be used to take images of the children and these should remain in school, unless staff and children are off the premises on a visit. Cameras should be stored in a safe place in school when not in use. We have consent from parents for images of their child/children to be used for specific reasons.

EYFS Policy: In addition to the safeguarding guidelines set out in the safeguarding policy regarding the use of mobile phones and cameras, staff and visitors working within the EYFS will be asked to store their mobile phones or any personal cameras in one of the storerooms and will only be able to access them when children are not around (i.e. break times- or in case of emergency to contact office etc.).

### 19. Anti-Bullying

The school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. As a Rights Respecting School, all children are encouraged to show respect for others and to take responsibility (appropriate to age) for protecting themselves. Parents have the responsibility of helping children to behave in non-violent and non-abusive ways towards both staff and pupils.

### 20. Links with other school policies

This policy document should be considered within the context of other policies and documents:

- Staff Handbook
- Safer Recruitment Policy (HR)
- Induction for New Staff Policy
- Managing Allegations against staff (HR)
- Volunteers and Work Placements Policy

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding



- Initial Teacher Training
- Governor Visits Policy
- Data Protection Policy
- CCTV Policy
- Use of Devices Policy
- E-Safety Handbook including Photographs and Images
- Tackling Extremism and Radicalisation
- SMSC and British Values Policy
- First Aid Policy
- Asthma Policy
- Medicines Policy
- Drug and alcohol abuse Policy
- Unacceptable behaviour of visitors Policy
- Health and Safety Policy
- Extended Schools Policy
- Lettings Policy
- Attendance and Punctuality Policy
- Lost Children
- Looked After Children/Children in Care Policy
- Behaviour Policy including restraint and force
- Anti-bullying Policy
- PSHE Policy
- SRE Policy
- Drug Education Policy
- EYFS Policy
- Intimate Care Policy
- Educational Visits Policy
- Extra-Curricular Activities Policy

Policy Author: Pam Keen

Policy Approved By: Edwin Lewis (Chair of Governors)

Responsible Committee: Full Governing Board

Date Approved: July 2019

Date of Review: July 2020



## APPENDIX A

### ROLE OF THE DESIGNATED LEAD

#### (From Keeping Children Safe in Education 2018)

##### General Information:

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

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

##### Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

##### Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff; and
- act as a source of support, advice and expertise for staff .

##### Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;

## Priory CE (C) Primary School: Policy on Child Protection & Safeguarding



- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability to keep children safe whilst they are online at school;
- are able to understand the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### Child protection file

Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as the DSL and SENCO are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

### Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

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



APPENDIX B

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

