

Stanley Primary School

Child Protection/Safeguarding Policy

Version Number	2.5	
Scope of Document	Child Protection/Safeguarding	
Objective	To outline polices for the protection of children	
Links to other policies	PSHE and Citizenship, Sex and Relationship Education, Behaviour, Anti-bullying, Safer Recruitment, LA Safeguarding Procedures	
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Date Written	16 th June 2010	
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	Job Title	Assistant Headteacher/SENCO
Authorised/Reviewed by	Body	Full Governors
	Date	29 th March, 2017
Next Review Date	March 2018	

Headteacher: Mr C N England

Named personnel with designated responsibility for Child Protection

Academic year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2015-16	Mrs L Sherlock	Mr C England	Mrs J Green	Mr P Briggs
2016-17		Mrs J Murphy		
2017-18				

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
16/06/2010		Curriculum Committee	
15/06/2011		Curriculum Committee	
03/10/2012	Appendices removed as out of date. Training brought up to date	Curriculum Committee	
9/10/2013	Training brought up to date Amendments to procedures	Curriculum Committee	Posted to shared drive Staff meeting Oct 2013
5/12/2013	Training brought up to date	Curriculum Committee	Posted to shared drive
30/03/2016	Policy revised and amended	Full Governors	Posted to shared drive
29/03/2017	Policy revised and amended	Full Governors	Posted to shared drive

Dates of Staff Training and details of course title and training provider:

Whole School	Designated Senior Person	Deputy Designated Senior Person
BBC – Safeguarding Children Board Level 1	Level 2 Refresher Mrs L Sherlock 05/05/2015	Level 2 Refresher Mr C England 03/02/2015 Mrs J Murphy 03/02/2015 Mrs J Green 05/05/2015 (Nom Gov)
Teaching Staff 02/11/2015	Safer Recruitment Mrs L Sherlock 28/02/2014	Safer Recruitment Mrs J Murphy 14/03/2017 Mr C England 10/03/2017 Mrs J Green 08/05/2015
Support staff 27/04/2016	A Duty to Refer 19/09/2012	

<p>Online training with Heyes Education for all staff Jan/Feb 2016</p> <p>Prevent Training Teaching Staff 02/11/2015 Support Staff 4/03/2016</p>	<p>Serious Case Reviews 17/09/2012</p> <p>Working with Fathers 30/01/2013</p> <p>Marac Training Mrs L Sherlock 29/09/14</p> <p>Getting it Right Launch Mrs L Sherlock 2/10/2013</p> <p>Getting it Right Mrs L Sherlock 31/1/2014</p> <p>Sophie's Choice Mrs L Sherlock 15/10/2015</p> <p>Child Sexual Abuse Mrs L Sherlock 16/10/2015</p> <p>Prevent Training 3 Mrs L Sherlock 27/11/2015</p> <p>Safeguarding & Neglect Mrs L Sherlock 4/05/2016</p> <p>CSE Sexting Mrs L Sherlock 26/09/2016</p> <p>CP Leads Mrs L Sherlock 27/09/2016</p> <p>DSL Mrs L Sherlock 12/10/2016</p> <p>Child Sexual Abuse Mrs L Sherlock 16/10/2016</p>	<p>Mrs K Lewin 01/07/2015 (Gov)</p> <p>A Duty to Refer Mr C England 19/09/2012 Mrs J Murphy 19/09/2012 Mrs J Green 19/09/2012 (Nom Gov)</p> <p>Serious Case Reviews Mr C England 17/09/2012 Mrs J Murphy 17/09/2012 Mrs J Green 17/09/2012 (Nom Gov)</p> <p>Working Together Update Mrs J Green 05/05/2015</p> <p>Working with Fathers Mrs J Green 30/01/2013 (Nom Gov)</p> <p>Marac Training Mrs J Green 29/09/2014</p> <p>Getting it Right Launch Mrs J Green 2/10/2013</p> <p>Getting it Right Mrs J Green 31/1/2014 Mr C England 22/05/2015 Mrs J Murphy 22/05/2015</p> <p>Sophie's Choice Mrs J Green 15/10/2015</p> <p>Prevent Training 3 Mr C England 27/11/2015 Mrs J Murphy 27/11/2015</p>
<p>Pupil Training</p> <p>Year 5 and 6 Workshop and training with NSPCC on Abuse Awareness 20/24/11/2015</p>		

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INTRODUCTION

Acknowledgement:

This policy meets the needs of Stanley Primary School in ensuring that the Blackpool Safeguarding Children Board Child Protection Procedures www.safeguardingchildren.co.uk, "Working Together To Safeguard Children" (March

2015) and 'What To Do If You Are Worried A Child is Being Abused' (2006)

This policy applies to all adults, including volunteers, working in or on behalf of the school.

'Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

Safeguarding Children and Safer Recruitment in Education DfES 2007

SCHOOL COMMITMENT

Stanley Primary School is committed to Safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education'. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and DBS checks and eligibility to work in the UK. From July 2010 all new staff and volunteers will require Independent Safeguarding Authority registration.

Statutory changes, underpinned by regulations, are that:

- a DBS Enhanced Disclosure is obtained for **all** new appointments to the school's workforce.
- schools must keep a single central record detailing a range of checks carried out on their staff

- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- schools must satisfy themselves that supply staff have undergone the necessary checks
- identity checks must be carried out on all appointments to the school workforce before the appointment is confirmed.
- risk assessments are completed when the start date precedes clearance.

Mr C England (Headteacher), Mrs J Murphy (Deputy Headteacher) and Mrs L Sherlock (Assistant Headteacher) have undertaken the National College for School Leadership Safe Recruitment training (www.ncsl.org.uk), as have Ms R Tax, Mrs S Farnham and Mrs Taylor (School Governors). One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2. Safe Practice

The school has adopted the “Keeping Children Safe in Education” guidance.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for pupils

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. P.S.H.C.E. materials are used to help pupils learn how to keep safe.

Childline literature is made available to pupils and it is intended that, as our school website develops, the following websites will be available as links: www.anti-bullyingalliance.org, www.kidscape.org.uk, www.childline.org.uk, www.nspcc.org.uk

Stanley Primary School’s arrangements for consulting with, and listening to, pupils are through the School Council and opportunities to talk to peers and adults. We make pupils aware of these arrangements by teaching them in P.S.H.C.E. and in assemblies.

4. Partnership with Parents and Governors

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Stanley Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with staff. We make parents aware of our policy by publishing it on our school website. We hold regular parents' Focus meetings, which consider a variety of safety issues and have recently focused on e-safety.

The Governing Body are mindful of safer recruitment and e-safety issues and we have a designated governor for safeguarding.

5. Partnerships with others

The school recognises that it is essential to establish positive and effective working relationships with other agencies. Stanley Primary has links with the Local Authority, the School Health Service, the local police, Social Care, the Extended Schools Service, the Education Social Work Service, EWIST, CAMHS, Advocacy, the AWAKEN team, CAF cass and the Linden Centre.

6. School Training and Staff Induction

The school's senior members of staff with designated responsibility for child protection undertake appropriate child protection training and training in inter-agency working, and refresher training at 2 yearly interval (www.safeguardingchildren.co.uk/training-courses.html). All other school staff, including non teaching staff, undertake appropriate Level 1 training, delivered by the LA pupil welfare service, to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

All staff have access to the school's child protection policy and are informed of school's child protection arrangements on induction. These are summarised in the form of a check list which is displayed in staff areas.

7. Support, Advice and Guidance for Staff

Staff will be supported by Mr England, Mrs Sherlock and Mrs Murphy. Advice and support is always available from the Educational Social Work service which can be contacted through the local Education Office. Advice is available from Children's Social Care duty social worker and the Police

Protection Unit (PPU).

8. Related School Policies

- School Prospectus
- First Aid
- Administration of Medicines
- Equality Statement
- Admissions
- Anti-bullying

Children Missing from Education

The school follows the Blackpool CSA procedures “Children Who May Be Missing/Lost from Education.” Fortnightly meetings are held between the AHT (Mrs Sherlock) and the PWS and children missing from education is a standing item on the agenda.

Confidentiality

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration.”, so therefore information may have to be shared with other agencies where appropriate.

9. Pupil Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.).
- If the child is subject to a safeguarding plan.
- Name and contact detail of G.P.
- Medical information eg allergies.
- Any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information using the school ICT systems, where appropriate, with hard copies of contact details available for staff use from the school office. More sensitive information is restricted to confidential files kept in the Assistant Headteacher’s office and accessible to the designated staff, who will provide information to other staff on a need-to-know basis.

10. Roles and Responsibilities

Governing Body should ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- The Chair of Governors is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Headteacher should ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Member of Staff with Designated Responsibility for Child Protection:

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment;
- Liaise with head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how LSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's child protection policy;
- Ensure that all staff have induction training;
- Keep detailed accurate secure written records and/or concerns in a lockable cabinet
- Obtain access to resources and attend any relevant or refresher training courses.

Raising Awareness

- Ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment as soon as possible and transferred to the new school separately from the main pupil file, confidentially.

All staff and volunteers:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Private fostering – if a child under 6 is being cared for by non-relative for more than 28 days there is a duty to inform the Local Authority.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children.

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

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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on 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 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 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.

Peer on Peer Abuse (including sexting) is when a young person is exploited, bullied or harmed by their peers. This should be reported and relevant child protection procedures followed. (Reference: UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016))

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

- provide adequate food and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

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

Female Genital Mutilation (FGM)

- All staff have been made aware to the possibility of a girl being at risk of FGM, or already having suffered FGM.
- Indicators: There is a range of potential indicators that a girl may be at risk of FGM. Difficulty sitting/standing/walking, spending longer in the toilet, long, repeated absences from school are all indicators and there is a statutory duty to report. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Multi Agency practice Guideline.
- Actions: If staff have a concern they should report to the Designated Safeguarding Lead in school who will activate local safeguarding procedures. The school is aware that from October 2015 mandatory reporting commences and, as members of staff in education, we must report cases or suspected cases of FGM to the police (call 101). Further Government guidance can also be found at :
<https://www.gov.uk/government/publications/mandatory-reporting-of-femal-genital-mulilation-procedural-information>

Preventing Radicalisation Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 (CTSA 2015) and the Prevent Duty advice for Schools (June 2015) now imposes a duty on a wide range of bodies including all schools. All staff are appropriately trained to look out for signs of radicalization and are aware of the process for making referrals to Channel:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf the panel that reviews and refers individuals to programmes to challenge extremist ideology. As a school all referrals will be discussed with the Designated Safeguarding Lead first and then s/he will make the referral.

Children with SEN and disabilities have an invereased vulnerability to abusive situations. It is important for staff to recognise raised risk factors and respond swiftly and appropriately.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the Blackpool LSCB 'Getting it Right for Blackpool' Procedures which are consistent with 'Working Together to Safeguard Children' and 'What To Do If You Are Worried A Child is Being Abused'

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1. Staff will immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- making an enquiry to the Duty Desk for Social Care
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. ESW service, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
OR
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. GIR) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- make regular contact with Social Care
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Safeguarding Plan and attend Core Group Meetings and Review Child Protection Conferences
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Education Safeguarding and Child Protection Manager
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any

information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and senior designated person. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' School will retain a copy of the chronology. If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the senior social worker south division.

6. Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he, or she, has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Blackpool Safeguarding Children's Board and make contact with the local authority designated officer (LADO). Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher will consult with Education LADO in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.

Monitoring and Evaluation

The designated senior person meets termly with the nominated Safe Guarding Governor to monitor arrangements and reports back to the Governing Body. Policy and procedures are reviewed annually to ensure compliance with local authority guidance and agreed inter-agency procedures.

Useful Information

Blackpool Family Information Service: www.blackpool.fsd.uk

Children's Referral Service: duty.assessment@blackpool.gov.uk

Blackpool Safeguarding Board: <http://www.blackpoolscb.org.uk>

Useful links can be found on our website on the following pages:

For Parents: On line Safety

Early Help – Blackpool

References

Malicious Communications Act 1988

Children's Act 1989 (Section 17)

Communications Act 2003

Working Together to Safeguard Children 2015

Pan Lancashire Policy and Procedures