



ST WINEFRIDE'S SCHOOL
Founded 1868

St. Winefride's

Safeguarding and Child Protection Policy

This is the primary safeguarding policy for the whole school including EYFS.

Part 3 – Welfare, health and safety of pupils – Safeguarding
(ISI, Regulatory Requirements)

Approved by the Trustees: December 2020

Reviewed Annually

Next review date: September 2021

SAFEGUARDING CHILDREN – CHILD PROTECTION POLICY AND PROCEDURE

INTRODUCTION

Designated Safeguarding Lead (DSL) including EYFS: Mrs E. Devey

Deputy Designated Safeguarding Lead (DDSL): Mr R. Goody

Deputy Designated Safeguarding Lead (DDSL): Mrs P. Curtis-Cole

This policy and procedures have regard to the following:

- Statutory Framework for the Early Years Foundation Stage (2017) Section 3 – The Safeguarding and Welfare Requirements
- Keeping Children Safe in Education (September 2020)
- Working Together to Safeguard Children (September 2018 – updated in 2019)
- What to do if you are worried a child is being abused (March 2015) – advice for practitioners
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents & carers (2018)
- The Prevent Duty Guidance: for England and Wales (July 2015)
- Shropshire Safeguarding Community Partnership (SSCP) Procedure Guidance

The purpose of the Policy

At St. Winefride's we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of **all** children and young people is everyone's responsibility. We follow Shropshire Safeguarding Community Partnership (SSCP) procedures and acknowledge that the welfare of the child is paramount.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- **protecting children from maltreatment;**
- **preventing impairment of children's mental health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and**
- **taking action to enable all children to have the best outcomes.**
(KCSIE, Sept. 2020)

EVERYONE in our school shares in keeping children safe by:

- Providing a safe environment for our children to learn in.
- Supporting children's development in ways which will foster a sense of self-esteem and independence.
- Identifying and responding to children in need of support or protection.
- Working in partnership with children, young people, their parents, carers and other agencies in accordance with SSCP procedures.
- Considering what is the **best interests** of the child.

- Being aware of the systems within the school which support safeguarding.

SCHOOL COMMITMENT

The school is committed to:

- Establishing and maintaining an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensuring all children have effective means of communication with more than one adult in the school.
- Giving opportunity for class or group discussions of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.
- Including in the curriculum activities and opportunities for PSHE/Citizenship/RE/SMSC which equip children with the skills they need to stay safe from abuse.

ROLES AND RESPONSIBILITIES

Our policy applies to staff, trustees and any volunteers working in the school.

- Our Designated Safeguarding Lead (DSL) is Mrs Devey and our Deputy DSLs are Mr Goody and Mrs Curtis-Cole. Two of our Trustees have been appointed as Designated Safeguarding Leads. They are Mr Tate and Mr Strong.
- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (KCSIE)
- The Board of Trustees will undertake an annual review of the child protection policies and procedures. They will audit how effective the policy is and make any changes if necessary.
 - The Chair of Trustees is Mr P Strong
 - Members of the board are; Mrs M Brown, Mr E Tate, Mr S Ostrowski and Mrs C Morgan. They can be contacted via reception@stwinefridesircs.co.uk or 01743 369883
- All staff (including volunteers) will be informed of their responsibilities in referring concerns to the Designated Safeguarding Lead. Each member of staff has a copy of the Safeguarding and Child Protection Policy. Staff have signed to say they have read Part One: Safeguarding information for all staff (Keeping Children Safe in Education). All staff working directly with children will also receive a copy of Annex A. Designated Safeguarding Leads, management and governing bodies should read KCSIE 2020, in its entirety.
- Safeguarding procedures and records are also audited by Safeguarding Leads, Trustees and by Shropshire Council.
- New staff will be informed of their responsibilities. (Code of Conduct, Staff Handbook, Employee Handbook, Safeguarding and Child Protection Policy, Pupil Behaviour Policy, Managing Children who are Missing in Education, Part One of KSCIE, Role of DSL & deputies, Online safety).
- The designated staff for child protection will receive training every two years (for school settings) and has specific responsibilities as listed in Appendices A (for Early Years) B and C (schools).
- The designated staff will also keep up-to-date through forum meetings, reading, etc. at regular intervals.
- Designated staff will be available during term time for staff to discuss safeguarding issues.

- Staff will receive regular safeguarding and child protection updates (for example, via emails, e-bulletins, staff meetings) as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.
- All staff will have training every three years.
- All staff will receive Prevent awareness training.
- All staff will receive on-line safety training.
- The school will ensure that parents have an understanding of the responsibly placed on the school and staff for child protection by providing information in the Parent Handbook. A copy of the policy will be made available to all new parents. In general, any concerns will be discussed with parents and an agreement sought to make a referral unless such a notification would place the child at an increased risk of significant harm. Parents are requested to notify school of any accidents, incidents or injuries that may affect the child, which will be recorded.
- The Headteacher will inform staff about any child on the Child Protection Register, during the safeguarding weekly briefing.
- The school will work with relevant agencies e.g. social care, the police, health services and co-operate as required with any enquiries regarding child protection matters, including attendance at case conferences when necessary. This includes sharing information. The Data Protection Act 1998 should be considered but 'fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'
- Keep written records of concerns about children, when there is no need to refer the matter immediately.
- Ensure that all information is kept securely; separate from the main pupil file. This will be in a locked, secure place with limited access.
- Develop and follow procedures where an allegation is made against a member of staff or volunteer. (See below)
- Ensure that safer recruitment practices are followed. (Refer to the Employee Handbook and the Safer Recruitment Policy.)
- We do not allow the use of personal mobile phones/cameras in EYFS and across the whole school.
- School staff will only be allowed to use school cameras in school and on outings. **Phone cameras are not allowed.** Photographs are taken in school to document achievements and activities and milestones in a child's life.
- Parents are asked to give permission to allow photographs to be published in local newspapers and school site on the internet.

MISSING CHILDREN

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their

procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. The school will hold at least 2 emergency contacts of every child in the school in case of emergency and in case there are welfare concerns at home.

The local authority must be notified if:

- a child has been taken out of school by parents and being educated outside the school system e.g. home educated
- a child has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- has been permanently excluded
- a child is removed at non-standard transitions

The local authority must be notified as soon as possible when our school is about to remove a pupil from its register for any of the above grounds.

The local authority must be provided with the following information:

- a. The full name of the pupil
- b. Full name and address of any parent with whom the pupil lives
- c. At least one telephone number of the parent with whom the pupil lives
- d. The full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable
- e. The name of the pupil's destination school and the pupil's expected start date there, if applicable
- f. The grounds in regulation 8 under which the pupil's name is to be removed from the admission register. (Children missing education: statutory guidance for local authorities, DfE updated September 2016)

The local authority must be notified within 5 days when a pupil's name is added to the admission register at a non-standard transition point.

The local authority must be notified of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 days or more.

A school's right to remove a pupil from the register for non-return within 10 school days after an authorised leave of 10 days or more, or after 20 school days unauthorised absence (in both cases, in the absence of illness or other unavoidable cause), does not arise until the school and the local authority have jointly made reasonable enquires as to the pupil's whereabouts and failed.

Authorities must be notified

- if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- There are many reasons why we want young children to have regular attendance at our setting. As well as supporting their learning and development, we want to try to make sure that children are kept safe, their wellbeing is promoted, and they do not miss out on their entitlements and opportunities. In a small minority of cases, good attendance practice may also lead to the earlier

identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm.

- In our setting, we have procedures for recording and following up any unexplained non-attendance and know how to respond to different problems and where to access advice, support or whom to alert if concerns arise.

RADICALISATION AND THE PREVENT DUTY

Radicalisation refers to process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremist is the vocal or active opposition to our fundamental values, including the role of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

The government set out its definition of British values in the 2015 Prevent Strategy – this promotes the values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

St. Winefride's promotes these values to ensure that children build resilience.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Sections 36 to 41 of the [Counter-Terrorism and Security Act 2015](#) set out the duty on local authorities and partners of local panels to provide support for people vulnerable to being drawn into any form of terrorism.

The designated lead should contact West Mercia Prevent Team:

DS Stuart Clark
01386 591835
PC Manjit Sidhu
01386 591815

The Prevent Team email is: prevent@warwickshireandwestmercia.pnn.police.uk

Female Genital Mutilation (FGM)

If we become aware of any cases where girls are at risk of FGM or have actually been harmed, we will contact the Police immediately and follow up with a referral to Compass to ensure that we are meeting our reporting duties. Please refer to <https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

We may not seek parental consent if this may put the girl at increased risk.

Domestic abuse and honour-based violence

Children living in households where there is domestic abuse which could be coercion or violence, including honour-based violence, could be at significant risk of harm. We will seek support for victims and their children through Compass.

Depending on the level of risk, we may or may not consult parents before contacting Compass.

SPECIFIC SAFEGUARDING ISSUES

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect (Appendix D). Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up-to-date guidance such as Keeping Children Safe in Education September 2020, Part 1 and Annex A, Statutory Framework for the Early Years Foundation Stage stated in Section 3 – The Safeguarding and Welfare Requirements and accessing SSCP procedures at <http://www.safeguardingshropshireschildren.org.uk>

All staff are made aware that mental health problems can, in some cases, be an indicator of abuse. The DSL will liaise with the school mental health lead; Mrs Rowley to ensure information is being shared.

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with the school, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Schools and settings are to ensure that the DSL is continually updated in all areas below. They must be familiar with the referral pathways and specific toolkits and guidance available on the SSCP website.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools, colleges and early years settings can be found on the TES, MindEd and the NSPCC websites. Staff can access government guidance as required on the issues listed below via GOV.UK and other government websites.

- Bullying including cyberbullying
- Child Criminal Exploitation: County Lines
- Children missing from education, home or care
- Child sexual exploitation (CSE)
- Children & the court system
- Children with family members in prison
- Domestic violence
- Drugs
- Health & Wellbeing e.g. fabricated or induced illness, medical conditions, mental health & behaviour
- Faith abuse
- So-called honour-based abuse including (Female genital mutilation (FGM) and Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Hate (Appendix G)
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation

- Relationship abuse
- Peer on Peer Abuse e.g. Sexting (youth produced sexual imagery) Sexual
- Violence and Sexual Harassment
- Trafficking
- Private Fostering
- Online safety

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL and deputy DSLs should consider whether children are at risk of abuse and exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

PEER ON PEER ABUSE

The school takes all such allegations very seriously and will not be tolerated.

Staff should recognise that children can abuse their peers. Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy. Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age.

This abuse can take many forms – verbal, physical, sexting, cyberbullying, sexual touching, sexual violence and sexual harassment, initiation/hazing type violence, gender-based issues. Staff must be constantly alert to the possibility of this behaviour occurring. Children are encouraged to report any forms of abuse that occurs to a member of staff.

Any instances should be immediately reported to the DSL or the deputy DSL.

These behaviours will then be investigated by management involving parents if/when necessary.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, advice will be sought from COMPASS immediately and this advice will be acted upon.

The school will also act to minimise the risk of peer on peer abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

The school would respond to an incident of peer on peer abuse by recording the incident on a Concern Reporting Form (Appendix E) and by following guidance as set out in Sexual violence and sexual harassment between children in schools and colleges (DfE updated 2018). It is vital that staff understand that the child who is perpetrating the abuse may also be at risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others, may prevent abuse.

Staff must be able to use their professional judgement in identifying when, what may be perceived as ‘normal developmental childhood behaviour’ becomes abusive, dangerous and harmful to others. Designated leads may need to consult with eh SSCP Threshold document to help with their decision making as well as the Brook Traffic Light Tool.

How staff respond to a report from a child is important. All victims must be reassured that they are being taken seriously and that they will be supported and kept safe. They should never be given the impression that they are creating a problem. A victim should be never be made to feel ashamed.

The school will consider every report on a case-by-case basis.

Depending on the case, the school may decide to:

1. Manage the report internally
2. Use the Early Help process
3. Make a referral to children's social care
4. Make a report to the police

ONLINE SAFETY

It is essential that children are safeguarded from potentially harmful and inappropriate online material. At St. Winefride's we ensure that there are appropriate monitoring and filtering systems in place.

When children are asked to learn online at home, the school will follow advice from the DfE;

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

We will use Seesaw and Zoom.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Children are taught about safeguarding including online safety through the curriculum and PSHE. School practices are designed to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisations, with particular attention to the safe use of the internet. Children should understand the risks posed by social media.

The use of mobile phones and other electronic devices such as computers, tablets, and game devices is commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit, we also need to ensure that we help children to understand there are dangers and how to keep themselves safe. This includes:

- Keeping personal details secure
- Understanding that not all content is appropriate, truthful or legal
- What to do if they do accidentally access inappropriate or illegal content
- What to do if they are upset by something they receive
- What to do if they are going to physically meet someone they have met online

School staff are able to use their personal mobile phones during their break times away from the pupils. During working hours, they must be kept out of the reach of children and parents in the staff member's bag. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it. Visitors to the school (including parents) are made aware of the use of mobiles procedure when visiting school.

Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy, then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

Children are not allowed to use their own mobile phones/devices or their own computer whilst in school.

SEND

Children with SEN and disabilities can face additional safeguarding issues (KCSIE 2020).

We will ensure that:

- we will not assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further investigation.
- Children with SEND are not disproportionately impacted by bullying or peer group isolation
- Communications barriers and difficulties are addressed.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

PROCEDURES

Any member of staff concerned about an issue relating to Child Protection or reporting any concerns regarding children at risk (or those in need) must discuss it immediately with the Designated Lead, Mrs. Devey, or in her absence, Mrs. Curtis-Cole or Mr. Goody.

Note: If, at any point, there is a risk of harm or immediate serious harm to a child a referral should be made to children's social care immediately. ANYBODY CAN MAKE A REFERRAL. Where referrals are not made by the DSL the DSL should be informed as soon as possible, that a referral has been made. (KCSIE, 2020)

The Designated Lead will then take the appropriate course of action based on Shropshire Safeguarding Community Partnership (SSCP) guidelines. The school will always take informal advice from the children's social care before taking any action. This includes incidents where one pupil makes an accusation against another child in the school.

Parents will be made aware that the school has a responsibility for the welfare of the children and therefore the relevant agencies will be informed if the school is concerned about any child. This information for Parents/Carers will be presented in the Parent Handbook.

Escalating / de-escalating concerns

Just because a child is assessed at a point in time as meeting a certain threshold criterion, does not mean that they always will. An assessment is an on-going process, not an event; children's needs often change over time. The DSL will maintain an overview of all children with a plan, to ensure children's needs are being met at the right level of intervention. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of the parents and carers – a lack of co-operation or appreciation about the concern may of itself raise the level of the need and required response.

Children's Social Work and Safeguarding Step Down Guidance [Step Down Guidance](#)

The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL immediately
- if the DSL is not able to be contacted ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the welfare concern form (Appendix E) to record these early concerns. If the child does begin to reveal that they are being harmed, you should follow the advice in the section 'If a child discloses to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures set out in this policy and by speaking with the DSL.

DEALING WITH DISCLOSURES OF ABUSE

The school should not do anything that may jeopardise a police investigation.

It takes a lot of courage for a child to tell someone that they are being neglected and/or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately, the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.

- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

RECORDING INFORMATION

When a concern about a child’s welfare or safety is raised it will be discussed with the designated lead and recorded. The designated lead will make a decision about whether the concern should be shared with another agency (see decision making below) or kept on record in case future concerns arise. The reason for the decision will be noted alongside the record.

All records will be stored in a separate confidential file in a locked, secure place with restricted access. When a pupil transfers to another school within this or another authority, the confidential information held is forwarded under confidential cover and separate from the pupil’s main file to the DSL for child protection in the receiving school / setting immediately. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained (Appendix F).

Information is shared as necessary to protect children from harm. We follow the guidance in the HMG 2015 guide *‘Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers’* and the HMG 2015 guide *‘What to do if you are worried a child is being abused’*. When information is being accumulated prior to possible referral we will start a chronology of events – see (Appendix E). The designated lead will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the designated lead decides not to refer, the reason will be noted on the child’s chronology.

These records will be reviewed termly.

RECORD

- Full name, date of birth and home address of child
- Details of the parent the child normally lives with.
- Record date, time, place.
- Record the information given without interpreting it.
- Record the exact words used by the child if a disclosure is made and the name of others present.
- If physical injury is involved, record observations and use the body pictures provided. (Use body map to record site of the injuries).
- Actions taken
- Practitioner’s printed name, role and signature, dated and timed.
- Clearly written report that cannot be erased or added to **must be made within 48 hours**.

CONFIDENTIALITY

Information will only be shared with the people, agencies that need to know. All information shared must remain CONFIDENTIAL.

All written records will be kept securely by the DSL.

Decision making – ‘Accessing the right service at the right time’

We take a holistic approach to safeguarding all children in our care and recognise that different families need a different level of support at different times. To enable us to recognise at which level a family might require support; we use the Shropshire Safeguarding Community Partnership *Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire*. [Shropshire Threshold Document](#)

This guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child’s needs might lie on this continuum, is the cooperation and engagement of parents and carers and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child’s needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns, we identify this may raise the level of the need and required level of action.

Level 1 – Universal

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

We follow the Statutory Framework for the Early Years Foundation Stage 2017 to provide individual support for all children. Each child is allocated a key person who will make a relationship both with the child and his or her family. The key person will make observations and keep records to ensure there are no barriers to a child’s learning and establish stable and affectionate relationships. We anticipate that by working closely with parents and sign-posting families to other universal services within our community that we can meet the needs of children and families at this level.

At this level parents will always be consulted before any action is taken.

Level 2 – Children in need of Early Help

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child or young person. These children will be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or not being met a lead professional will coordinate a whole family assessment and plan around the child.

Sometimes in discussion with parents and carers and through our observations and records we may think a child and their family could benefit from additional support from outside agencies to ensure he/she reaches his/her full potential. This process is known as Early Help. We have knowledge of the different agencies which may be able to offer support and we will work with parents and carers to decide which support would

be most appropriate for their family. We will work with parents to complete any Early Help referral forms required to access this support. If we are unsure of where to access support, we will contact Compass for advice.

Further information about Early Help can be found at: <http://www.shropshire.gov.uk/early-help/>

At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.

Level 3 – Children with complex needs

This level applies to those children identified as requiring targeted support. It is likely that for these children their needs and care are compromised. Only a small fraction of children will fall within this band. These children will be those who are vulnerable or experiencing the greatest level of adversity.

Children with additional needs: These children are potentially at risk of developing acute/ complex needs if they do not receive early targeted intervention.

Sometimes in discussion with parents and carers and through our observations and records we realise that a child and their family have a number of needs which are preventing a child from reaching his/her full potential. In this case we will discuss the situation with parents and carers and try to identify each area of concern so that a range of other agencies can come together to offer support to the family.

With parental consent we will complete an Early Help assessment and contact Compass to help us identify and co-ordinate a range of other agencies. This multi-agency response will require a lead professional who may be a member of our staff.

At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.

Level 4 – Children with acute specialist needs/ child protection

These are children whose needs and care at the present time are likely to be significantly compromised thereby requiring assessment under Section 47 or Section 17 of the Children Act 1989. These children may become subject to a child protection plan and need to be accommodated (taken into care) by Children's Social Care either on a voluntary basis or by way of Court Order. Section 17- 1989 Children Act states a child shall be taken to be in need if: (a) He is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part; (b) His health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or (c) He is disabled.

Sometimes in discussion with parents and carers and through our observations and records we realise that a child is at risk of significant harm (see below) and we must take emergency action to ensure that a child is kept safe. If the Designated Lead is unsure whether or not the concern meets this threshold, he/she may discuss the case with an Early Help Social Worker.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt damage or change the child's development.

It may be:

- *the child is at risk of serious harm from others or themselves and requires skilled risk assessment and protection*

- *the child or young person is likely to put others at risk or harm, distress or loss and a response needs to take account of the individual's interests and wellbeing of others*
- *the child's circumstances, including their health, finances, living conditions or social situation, are likely to cause them or others serious harm, social exclusion or reduction of life chances*
- *the situation requires assessment of, and intervention in unpredictable emotional, psychological, intra-family or social factors and responses*
- *the circumstances are such that there are significant risks in both intervening and not intervening, when a fine judgement is required.*

Careful analysis and interpretation of information will enable practitioners and families to:

- *think about what is important and identify needs or difficulties*
- *explain why these have come about*
- *understand the impact of strengths and pressures on the child or young person*
- *reach agreement about what needs to be improved*
- *agree the priority issues, aims and goals in terms of improving the child's wellbeing*
- *agree desired outcomes.*

Consider:

- *What is the lived experience of the child?*
- *When and how are the child's needs not being met?*
- *What are the effects on the child's current development and long-term effects?*
- *What are the child's needs, wishes and feelings regarding intervention and likely outcomes?*

(Taken from: Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2017) [Shropshire Threshold Document](#)

Partnership with families

A copy of this policy is made available to all parents prior to their child joining our school as well as details of the complaints procedure. In general, any concerns will be discussed with parents and we will offer support.

All conversations, whatever the outcome, should be recorded appropriately in order to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue in order to inform the on-going planning and reviewing.

Practitioners working with families at a Universal, Early Help or Targeted level will need to get the consent of the family before any information is held or shared with other agencies. If the practitioner does not gain the family's consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance.

With the exception of child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, would need to inform parents or carers that you are making a referral, unless to do so may:

- Place the child at increased risk of Significant Harm; or
- Place any other person at risk of injury; or

- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded.

If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of an Early Help Assessment and provision of services through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.
- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No assessment should take place. The rationale for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

If a child has actually been injured or is in imminent danger of being injured then we will contact the emergency services, medical or police, immediately on 999.

When making a level 4 referral to Compass we will ensure we have a record of all details required detailed on a [Shropshire Multi-Agency Referral Form](#)

ALLEGATIONS AGAINST STAFF

Teachers and staff must protect themselves when meeting on a one-to-one basis with students and staff should bear in mind that even perfectly innocent actions can be sometimes misconstrued.

Where staff are working with children on a one-to-one basis e.g. music/singing lessons, doors should be left open. Teachers are aware that the headteacher may visit at any time or other members of staff.

Managing cases of allegations against teachers and other staff

Managing cases of allegations against teachers and other staff will follow the guidance given in Part 4 of KCSIE (2020).

This guidance will be used in respect of all cases in which it is alleged that a teacher or a member of staff (including supply teachers and volunteers) in a school that provides education for children under 18 years of age 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 to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All unnecessary delays will be eradicated.

Allegations must be reported to the Designated Lead who is also the Headteacher. If the Designated Lead is not available or if the allegation is made against the Headteacher, then the Chair of the Trustees, Mr. Strong, should be informed without informing the Head.

No investigations will be undertaken without prior consultation with the Local Authority Designated Officer (LADO) or in the most serious cases, the police, so that statutory investigations will not be compromised.

From 1 October 2012, there are restrictions on the reporting or publication of allegations against teachers. The school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/National College for Teaching and Leadership (HCTL) publish information about the investigation or decision in a disciplinary case.

PROCEDURE

- Once an allegation has been made the LADO will be contacted immediately and advice will be taken and acted upon.
- Once an allegation is made a case manager and a designated officer will be appointed to manage the allegation.
- The DSL has overall responsibility for oversight of the procedures for dealing with allegations, for giving advice, liaising with agencies and monitoring progress of the case to ensure that it is dealt with as soon as possible.
- It is expected that 80% of cases should be resolved within one month, 90% within three months and all but the most exceptional cases within 12 months.
- Initial discussions between the case manager and designated officer will consider the nature, context and content of the allegation and decide on a course of action. If there is evidence, the case manager may want to involve the police immediately. If evidence is not available, consideration should be given to whether police involvement is necessary. Information will be shared regarding previous history, if the child or family have made previous allegations.
- The following definitions are used when determining the outcome of allegation investigations:
 - Substantiated: There is sufficient evidence to prove the allegation.
 - Malicious: There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
 - False: there is sufficient evidence to disprove the allegation;
 - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- At this stage a decision may be made that no further action is required. This decision must be recorded and justified by the case manager and the designated officer. Once an agreement is reached on what information to share and by whom, the individual will be informed in writing. A decision will also be made regarding what action to take in respect of the individual and those who made the allegation.
- The individual accused will be informed by the case manager as soon as possible, providing as much information as possible. However, if the police or children's social care services need to be involved, the individual will not be informed until these agencies have been consulted and agreement made on what information to disclose.

- If further investigation is required then the designated officer and the case manager will discuss how this will take place and by whom. A senior member of management may be appointed to do this.
- Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not know about it already. If the police or other agencies are involved then these agencies should be consulted and agreement reached on what information to share. Parents should be kept informed of all progress and the outcome of the case where there is not a criminal prosecution and the outcome of disciplinary procedures.
- Parents should be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002.

Suspension

The power for suspension lies with the Trustees. Social care services or the police cannot require the case manager to suspend the member of staff. However, advice can be sought from these agencies.

Once the case has been considered and discussed, we will follow advice as to whether to suspend or not. 'Suspension should not be the automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step (KCSIE, 2020). As long as there are no objections to the individual continuing to work, alternatives to suspension should be considered – redeployment so that the individual does not have contact with the child/children concerned, providing an assistant to be present when the individual has contact with children, moving child/children to different class making sure that they understand that this is not a form of punishment.

If advised to do so, the member of staff will be suspended on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process. If suspended, the individual will be informed in writing within one working day and reasons given. During the suspension the individual will be kept informed by a named representative of the progress of the case and other work-related issues.

Support

The individual will be informed about the allegations or concerns as soon as possible and about the process of the investigation taking place, unless there is an objection from the police or children's social care services. Every support will be offered to the individual to minimise the stress resulting from any investigation. The individual should be advised to contact their trade union representative, if they have one, or contact a colleague for support.

If suspended, social contact with colleagues will not be prevented unless this contact would be prejudicial to the gathering and presentation of evidence.

If the suspended individual is allowed to return to work at the conclusion of a case, then the case manager should decide how to facilitate this e.g. a phased return, support to be provided, provision of mentor, and contact with the child/children who made the allegation.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity until such point where the person is charged with an offence.

Advice should be taken from the designated officer, the police or children's social care services to agree on:

- who needs to know and what information is to be share;
- how to manage speculation, leaks and gossip;

- what, if any information can be reasonably given to the wider community to reduce speculation;
- how to manage press interest if and when it should arise.

Record Keeping

Allegations that are found to be malicious will be removed from personnel records. For all other allegations, a comprehensive summary of allegations, details of how the allegation was followed up and resolved, details of action taken and decisions reached, will be kept on the confidential personnel file of the accused, and a copy given to the accused. This record is important as it will provide accurate information if needed for future references or future DBS checks. The record will be kept until the person reaches normal retirement age or for a period of 10 years for the date of the allegation if that is longer.

Resignations and 'settlement agreements'

If the individual resigns or ceases to provide their services, the allegation should still be followed up.

If the individual refuses to co-operate, the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of the information available should continue.

'Settlement agreements' (compromise agreements) occur when a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future references. These should not be used if the individual refuses to co-operate or resigns before the person's notice period expires.

These agreements will not prevent a police investigation where it is appropriate.

Criminal investigation of a prosecution

The designated officer will be informed by the police when a criminal investigation and any trial is completed or if it is decided to close an investigation without charge or not to continue to prosecute the case after person has been charged. A decision will then be made as to how to proceed. The options will depend on the circumstances of the case and the result of the investigation or trial.

Malicious or unsubstantiated allegations

If the allegation is deemed to be malicious or unsubstantiated then the designated officer should refer the matter to children's social services. If the allegation is deemed to be invented or malicious, the headteacher should consider disciplinary action against the pupil; or the police should be asked to consider action against the person responsible, even if he or she was not a pupil.

Duty

It is the duty of the school to report to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult;

- where the harm test is satisfied in respect of that individual;
- where the individual has received a caution or conviction for a relevant offence, or there is reason to believe that individual has committed a listed relevant offence;
- and that individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. Referrals should be made as soon as possible after the resignation or removal of the individual. (KCSIE, 2020)

Independent Schools are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

Review

At the end of the case, a complete review should be made to ensure that improvements are made to policies and procedures if necessary.

WHISTLEBLOWING

Whistleblowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussions the behaviour by colleagues that raise concerns. Regardless of source, concerns will be recorded and reported to the designated practitioner or appropriate agency.

RECRUITING STAFF

We provide adequate and appropriate staffing resources to meet the needs of children. (More information can be found in our recruitment and retention policy).

Job adverts and application packs make reference to our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017, Keeping Children Safe in Education 2020, in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children. This includes disqualification by association, where a registered provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.

Keeping Children Safe in Education 2020 states that schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Note that even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then schools are not legally allowed to do a barred list check).

We have procedures for recording the details of visitors, including prospective candidates, to the setting and ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to the children.

Alternative provision

Where pupils are placed in an alternative provision, the school should obtain a written statement from the provider that they have completed all the vetting & barring checks that are necessary on their staff. Daily contact will be made to ensure the child has attended. This applies to part time provision.

Staff Supervision (including students and volunteers)

In order to ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting.

Staff supervision is also used to ensure that all staff remain suitable to work with children. This means staff are required to inform their manager of any medication they are taking and provide medical evidence that this will not impair their ability to look after children properly. Staff are also required to disclose any information, which may lead to their disqualification as outlined in *The Statutory Framework for the EYFS 2017 3.14-3.18* and *Keeping Children Safe in Education 2020*.

Resolution of professional disagreements

When practitioners are working together in the complex business of safeguarding children there will inevitably be occasions when there are professional differences of opinion or concerns about practice decisions, actions or lack of actions to a referral, assessment or the progress of child's plan. In these circumstances practitioners have a duty to take action to address professional disagreements as soon as they arise in a way that is appropriate and proportionate.

Examples of case-specific professional disagreements include:

- When there is disagreement about the response to a referral made by one agency to another agency or service (e.g. decision making).
- When there is disagreement about the outcome of an assessment.
- When there is serious concern about the implementation of a child's plan and disagreement about how this should be addressed (e.g. agreed actions not being followed through).
- When there is serious concern about the effectiveness of a child's plan in bringing about the necessary changes and disagreement about how this should be addressed (e.g. drift/delay).
- When there is disagreement over the sharing of information in a particular case.

Designated Safeguarding Leads and managers will consult with the procedures for resolving professional disagreements by accessing it on the West Midlands Child Protection Procedures [website](#) . Designated Safeguarding Leads will record any actions taken and outcomes on file.

Next Review Date: As dated below or before depending on updates or new legislation

Last Reviewed: December 2020

Next Review Date: September 2021

IMPORTANT TELEPHONE NUMBERS

CHILD PROTECTION REFERRAL NUMBERS

Mrs. E. Devey – Designated Safeguarding Lead for whole school including EYFS.	01743 369883
Mrs. Curtis-Cole Deputy Designated Safeguarding Lead	01743 369883
Mr. Goody Deputy Designated Safeguarding Lead	01743 369883
Mr. E. Tate Trustee – DSL	07976443742
Mr. Strong Trustee – DSL	07754176733
Shropshire Council Initial Contact Team Compass (FPOC)	0354 678 9021
www.gov.uk/report-child-abuse-to-local-council	
Out of Hours Emergency Social Work Duty Team After 5pm and at weekends	0345 678 9040
Local Authority Designated Officer (LADO)	0345 678 9021
Consultation with and Early Help Advisor	0345 678 9021
Early Help Service Manager	01743 250400
Telford and Wrekin Referral Number	01952 385700
Police Public Protection Unit (West Mercia)	0300 333 3000
www.shropshire.gov.uk click 'report it' button on home page	
Victim Support	01743 362812
Childline	0800 1111
Samaritans	0330 094 5717
Axis Counselling (Shropshire)	01743 357777

Shropshire Mind	01743 368647
NSPCC Local Office	01743 281980
Child Trafficking and Advice Centre (CTAC)	0808 800 5000
Enquiries about services for children and young people (Shropshire Council Information Service)	03456 789008
Shropshire family information service	01743 254400
Domestic Abuse Hotline	0808 2000247
Men's advice line for victims of domestic abuse	0808 8010327
Respect Helpline (for perpetrators of Domestic abuse)	0808 8024040
Ofsted	0300 123 4666

Appendix A

Early Years

Role and responsibilities of the Designated Safeguarding Lead

Our Designated Safeguarding Lead will update their child protection/safeguarding training in line with Shropshire Safeguarding Partnership (SSCP) recommendations. They are responsible for:

- Ensuring that all staff have up to date knowledge of safeguarding issues;
- Ensuring that staff are enabled to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. Signs that indicate possible abuse may include significant changes in children's behaviour; deterioration in children's general well-being; unexplained bruising, marks or signs of possible abuse or neglect; children's comments which give cause for concern; any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the children. E.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- Being the first point of contact for staff, volunteers, parents and children/young people where concerns about children's welfare, poor practice or child abuse are identified;
- Providing basic advice and support with regard to child protection and poor practice;
- Completing the organisation's reporting and recording procedures following the policy and procedures;
- Promoting safe working practice/code of conduct;
- Attending, promoting and organising training;
- Promoting and ensuring confidentiality is maintained;
- Promoting anti-discriminatory practice;
- Maintaining records related to child protection and unsuitable adults, and ensuring these are stored securely on the premises;
- Reviewing records on a regular basis to identify possible patterns of abuse;
- Making decisions on whether or not to refer any concerns, recording the reasons for that decision;
- Completing SSCP audits which include:
 - Termly Section 9 Practice Audits
 - Annual Section 11 Compliance Audits
 - Multi-agency Audits
- Maintaining up to date contact details for other agencies and know how to access the most up to date SSCP guidelines;
- Passing information to other relevant organisations /agencies as appropriate;
- Making referrals to the investigating agencies - Shropshire Council Compass and the Police - in line with child protection procedures;
- Informing Ofsted of any allegations of abuse made against a person working in the setting, or any other abuse alleged to have taken place on the premises;
- Sharing information about Safeguarding Children procedures with parents prior to their child starting in the setting;
- Updating the policy and procedure, and communicating any updates with staff, committee members, volunteers and parents;
- Contributing to multi-agency meetings, assessments, core groups and conferences as required.

Appendix B

The role of the Designated Safeguarding Lead

In carrying out any of the roles set out below, the role of the Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that designated safeguarding leads are familiar with the content of the following key documents:

- the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2020
- 'Working Together to Safeguard Children' 2015
- ISI Regulatory Requirements – Part 3, Welfare, health and safety of pupils - Safeguarding
- The Prevent duty July 2015
- Early Years Foundation Stage Statutory Framework 2017 (EYFS)
- Shropshire Safeguarding Community Partnership (SSCP) Threshold Guidance Document

The Designated Safeguarding Lead must:

- Be a senior member of staff, from the school or college **leadership team**.
- Take **lead responsibility** and is accountable for safeguarding and child protection, (lead responsibility must never be delegated).
- Be fully conversant with the Shropshire Safeguarding Community Partnership (SSCP) child protection (CP) procedures and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to CP.
- Provide supervision and guidance to deputy designated safeguarding leads.
- Ensure that all deputy designated safeguarding leads are trained to the same standard as themselves.
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Refer individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Undertake "Prevent" awareness training and lead on this within the school/college and must assume responsibility for organising training on all aspects of CP within school, and to act as a school-based resource on CP issues for staff.

In greater detail, this involves the following:

- Ensuring that all staff, both teaching and non-teaching, know about, and have access to the SSCP procedures for CP and that all cases of suspected abuse are reported in the correct way.
- Supporting staff who make referrals to LA children's social care.

- Referring cases to the Channel programme where there is a radicalisation concern as required.
- Supporting staff who make referrals to the Channel programme
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required and ensuring that the Designated Officer in the Local Authority (LADO) is informed.
- Referring cases where a crime may have been committed to the Police as required
- Ensuring that all staff have regular child protection updates (at least annually)
- Ensuring that all teaching and non-teaching staff attend Shropshire Safeguarding Children Board endorsed child protection awareness training every three years.
- Ensuring all Deputy Designated Safeguarding Leads regularly update their child protection training (at least annually) and attend Shropshire Safeguarding Community Partnership B endorsed child protection update training every two years

Ensuring the school/college is compliant with the 'Prevent' duty requirements so that:

- All staff are trained in awareness of "Prevent".
- All teachers are trained in "Prevent" curriculum requirements including British Values.
- The school can demonstrate the impact on the pupils of promoting British Values.
- The Deputy Designated Safeguarding Leads are clear about their lead role in respect of "Prevent" and the process of a "Prevent" referral.
- The job description of the Deputy Designated Safeguarding leads also includes the "Prevent" duty.
- The e-safety policy and the child protection policy clearly state the "Prevent" duty.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school/college leadership team.

- **Working with others. The Designated Safeguarding lead must:**

- Liaise with the head teacher 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" and the LADO if relevant i.e. if there are safeguarding or child protection concerns relating to a staff member.
- Liaise with staff (especially pastoral staff, school nurses, IT Technicians, SENCOs and Senior Mental Health Leads) 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.
- Should liaise with the three safeguarding partners and work with other agencies in line with Working Together 2018.
- Act as a source of support, advice and expertise for staff.
- Lead on or participate in Early Help Multi-Agency interventions

- **Training – The Designated Safeguarding Lead must:**

- Ensure that they and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role.

- Ensure that they and any deputies, in addition to the formal training set out above, should refresh their knowledge and skills (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 or college's child protection policy and procedures, especially new and part time staff.
 - Are alerted 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.
 - Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised and inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015).
 - Encourage a culture of listening to children and taking account of their wishes and feelings.

Child protection files – The designated safeguarding lead must:

- The DSL should also consider if it would be appropriate to share any information with the new school/college in advance of a child leaving.
- Ensure that all child protection files are stored securely and accessed only by authorised individuals compliant with the Data Protection Act 2018 & GDPR.
- Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible and is transferred separately and securely from the main pupil file, and ensure that confirmation of receipt is obtained.

Availability

During term time the designated safeguarding lead should ensure that they (or a deputy) are always available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

Appendix C

The role of the Designated Safeguarding Lead 'Deputy'

In carrying out any of the role set out below, your role of '**Deputy**' Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that '**Deputy**' designated safeguarding leads are familiar with the content of the following key documents:

- the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2020
- 'Working Together to Safeguard Children' 2018
- The Prevent duty July 2015
- Shropshire Safeguarding Community Partnership (SSCP) Threshold Guidance Document
- Early Years Foundation Stage Statutory Framework 2017 (EYFS)

As '**Deputy**' Designated Safeguarding Lead you:

- Should be an experienced member of staff, from the school or college.
- Must take **responsibility** for safeguarding and child protection.
- Should be fully conversant with the SSCB child protection (CP) procedures and take action on child abuse within school.
- Provide support and guidance to all members of staff
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Are responsible for referring individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Should undertake "Prevent" awareness training and support with this within the school/college.
- Will have responsibility to act as a school-based resource on CP issues for staff.
In greater detail, this involves the following:
 - Supporting staff, both teaching and non-teaching, to have access to the SSCP procedures for CP and that all cases of suspected abuse are reported in the correct way.
 - Supporting staff who make referrals to local authority children's social care.

- Referring cases to the “Channel” programme where there is a radicalisation concern as required.
 - Supporting staff who make referrals to the “Channel” programme.
 - Supporting the school/college to be compliant with the ‘Prevent’ duty requirements so that:
 - all staff are trained in awareness of “Prevent”
 - You are clear about your supporting role in respect of “Prevent” and the process of a “Prevent” referral.
- **Working with others** – as **DEPUTY** Designated Safeguarding Lead, you will:
 - Liaise with the senior Designated Safeguarding Lead, head teacher or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
 - As required, liaise with the “case manager” and the Designated Officer in the Local Authority (LADO) for child protection concerns.
 - 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.
- **Training**
 - As **DEPUTY** designated safeguarding lead you should ensure that you undergo training to provide yourself with the knowledge and skills required to carry out your role.
 - As **DEPUTY** designated safeguarding lead you should ensure that in addition to the formal training set out above, your knowledge and skills continue to 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 you to understand and keep up with any developments relevant to your role so you:
 - 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.
 - 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.
 - Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised.
 - Inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015).

Availability

During term time you should ensure that you are available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

This list is not exhaustive, please refer to Annex B in KCSIE 2020 for more detailed guidance.

Appendix D

DEFINITION

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. (Working Together to Safeguard Children, 2018)

TYPES OF CHILD ABUSE AND THEIR SYMPTOM

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

1. Physical Abuse:

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

2. Sexual Abuse:

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

3. Emotional Abuse:

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

4. Physical Neglect:

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomach aches, feeling unwell, and apparent anorexia can be associated with Physical neglect. However, typical signs of Physical Neglect are:

- **Underweight** — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- **Inadequately clad** – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child' from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

5. Child Sexual Exploitation (DfE Child Sexual Exploitation, Feb. 2017)

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. Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

6. Child Criminal Exploitation: County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

7. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert 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. Warning signs that FGM may be about to take place, or may have already taken place can be found in H.M. Government Document – Multi-Agency Guidance on F.G.M. April 2016 pgs. 38-40.

8. Domestic Abuse

The cross-government definition of domestic violence and abuse is: ‘Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or, regardless of gender or sexuality’. The abuse can be psychological, physical, sexual, financial and emotional. **(Working together to safeguard children, 2018)**

9. Controlling Behaviour

Controlling Behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

10. Coercive Behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

11. Grave Concern/at risk:

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour;
- the child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self-harming or suicidal behaviour;
- low self-esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- a sudden change in school performance.

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.



CONCERN REPORTING FORM

Logging a concern about a child's safety or welfare

Part 1 – For staff use

Child Name:			
Date of birth:		Year Group / class:	
Name of referrer:		Role of referrer:	
Details of concern: <i>What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</i> <i>What is the pupil's account/perspective?</i>	<i>(Use body map if appropriate)</i>		
Reported to:		Role of person reported to:	
Signed:			
Date:			

Part 2: For DSL/Deputy DSL to complete

Action taken:		Advice sought: <i>(from whom and what was advice given)</i>	
Concern / referral discussed with parent / carer? If yes note discussion		<i>If not, state reasons why</i>	
Referral made: <i>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</i>		<i>If not, state reasons why</i>	
Feedback to referring member of staff:			By whom
Response to / action taken with pupil:			By whom
Other notes / information: <i>When making a referral about an acute specialist need/child protection follow up with a MARF</i> Any other action required:			
Signature of DSL		Date	

Appendix F



FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending / transferring school or college

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANSFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or college

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

Appendix G

Pupil's Chronology

Name of pupil.....

D.O.B.....

Brief summary of events prior to chronology:

Date	Significant event <ul style="list-style-type: none">• Any event that has an impact on child or family	Source of information (e.g. contact, home visit, from other agency etc.)	Action taken and reasons why