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A. SAFEGUARDING CONTACTS

Name of School: **St. Margaret's C.E. Junior School**

Academic year: **2016-2017**

We all have a statutory duty to "safeguard and promote the welfare of children". We maintain a professional attitude of "it could happen here" where safeguarding is concerned.

All staff are encouraged to report concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

However, if you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. If you are unable to contact one of them you can ask the school office staff to request that they speak to you urgently about a confidential matter.

The people you should talk to at this setting are:

The Designated Safeguarding Lead

Name: Mr. David Hugill (Headteacher)

His office is located next to reception at the main entrance.

Telephone number 01782 297760 (school)

The Designated Safeguarding Deputy

Name: Mrs Jane Arundel (Deputy Headteacher)

Telephone number 01782 297760 (school)

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Head Teacher or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body.

Concerns are recorded using the school's concern / incident report

The Safeguarding Children Team at St. Margaret's includes:

Head Teacher: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: Mr. David Hugill

Tel no: 01782 297760 (school)

Designated Safeguarding Lead (DSL): a member of the leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Name: Mr. David Hugill

Tel no: 01782 297760 (school)

Designated Safeguarding Deputy (DSD): a member of the teaching, support or pastoral staff, in a post which requires assessment of children, with sufficient status & authority to effectively deputise for the DSL role above. Cannot be an administrative or finance worker.

Name: Mrs. Jane Arundel

Tel no: 01782 297760 (school)

Special Educational Needs Coordinator (SENCo): staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their mothers, fathers or carers.

Name: Mr. Marcus Groom

Tel no: 01782 297760 (school)

Learning Mentor (or equivalent): addresses difficulties preventing a child from reaching their full potential e.g. behaviour, attendance, achievement, timekeeping, homework, safeguarding issues, and develops strategies to overcome these barriers.

Name: Mr. David Hugill

Tel no: 01782 297760 (school)

Looked After Children (LAC) Designated Teacher: promotes the educational achievement of 'looked after' children who are on the school roll, helps staff understand issues that affect how they learn and achieve. And ensures appropriate staff have the information they need.

Name: Mrs. Jane Arundel

Tel no: 01782 297760 (school)

Online-Safety Coordinator: develops and maintains an online-safety culture within a setting.

Name: Mr. Nick Williams

Tel no: 01782 297760 (school)

Safeguarding/Child Protection Governor: ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Name: Mrs. Denise Parker

Tel no: 01782 297760

Chair of Governors/Management Committee: takes the lead in dealing with allegations of abuse made against the Head Teacher/Principal/Senior Manager (and other members of staff when the Head Teacher is not available), in liaison with the Local Authority; and on safe recruitment practices with the Head Teacher/Principal/Senior Manager.

Name: Dr. Charles Freeman

Tel no: 01782 297760

Staff can make direct referrals, reporting child abuse to your local council can be found using this web address: <https://www.gov.uk/report-child-abuse-to-local-council> you should inform the DSL of this referral.

1.0 Introduction

At St. Margaret's C.E. Junior School we are fully committed to safeguarding and promoting the welfare of our children – their safety and well-being is paramount to us. We offer a caring and nurturing environment where children are actively encouraged to share worries and concerns with staff. We are vigilant and attentive of children's individual needs and carefully track concerns to ensure they are followed up.

Safeguarding and promoting the welfare of children is:

- protecting children from maltreatment
- preventing the impairment of children's health or development
- ensuring children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes and life chances.

(From Working Together...2015)

Our School recognises its legal duty under Section 175 of the Education and Inspections Act 2002 and the 1989 and 2004 Children Acts to protect and safeguard the interests of all children. Effective child protection work requires sound procedures, committed and caring staff who follow these procedures closely and good inter-agency co-operation.

This policy demonstrates the school's commitment and compliance with safeguarding legislation; it should be read in conjunction with:

- Staffordshire Safeguarding Children's Board (SSCB) policies and procedures
- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education 2016 (KCSIE)
- What to do if you're worried a child is being abused 2015
- School's Online Safety policy
- Staff Code of Conduct
- School Whistle-blowing policy

Safeguarding and promoting the welfare of children is everyone's responsibility. Child protection is considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), governors and volunteers to ensure that statutory and other duties are met. It is provided to all staff (including temporary staff and volunteers), alongside our staff code of conduct.

All staff and volunteers need to have read and be familiar with this Policy and our internal procedures around referral, including contact details of the Designated Safeguarding Leads (referred to as DSL).

In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE 2016 and are required to sign to indicate that they have read and understood it. The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice. Key issues from this document are a regular agenda item in staff briefings.

This Safeguarding Policy will be reviewed annually by school leaders and the governing body.

2.0 PURPOSE and AIMS

The purpose of **St. Margaret's C.E. Junior School's** safeguarding policy is to ensure:

- **We recognise** that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in the school and report concerns to the DSL or Chair of Governors; we maintain an attitude of **'it could happen here'** and **'think the unthinkable'** where safeguarding is concerned.
- **We build resilience** - raising awareness of child protection issues and equipping children with the language and skills needed to keep themselves safe. Establishing a safe environment in which children can learn and develop within an ethos of openness;
- **We support vulnerable pupils** - supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **We prevent unsuitable people from working with children** - ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection
- All staff act on concerns or disclosures that may suggest a child is at risk of harm.
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do in the event of any allegations against any adult working in the setting
- All staff are aware of Early Help and ensure that relevant assessments and referrals take place.
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another.

We will follow the procedures set out by the SSCB and take account of guidance issued by the DfE:

- Offering children a balanced curriculum including PHSE, RSE (Relationships and sex education)
- Offering children and young people a balanced curriculum through online activities, enabling them to enhance their skills and knowledge whilst understanding the risks.
- No single professional can have the full picture of a child's needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action.
- Through our day-to-day contact with pupils and work with families, we look out for the signs of abuse or neglect and refer these to children's services through our local support team or SSCB.
- Staff read this document to understand the procedures set out in school and the Staffordshire Safeguarding Children's Board.
- We have a clear understanding of our staff's awareness of procedures and systems so that safeguarding is a robust element of our school.
- Clear monitoring and reviewing process that the Governing arrangements of the school manage/develop.
- The voice of the child is evident in case files and informs schools policy developments.
- This policy has been developed to give clear direction to staff, volunteers, visitors/contractors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all our children at our school. We have a commitment to safeguarding/child protection in a multi-agency environment.
- Staff members should also consider what training would support them in fulfilling their duty.

3.0 ETHOS

Our motto reflects our school ethos:

Everyone is valued

Everyone is motivated

Everyone achieves

3.1 The child's welfare is of paramount importance, we are a child centred school.

3.2 We maintain a professional attitude of 'it could happen here' where safeguarding is concerned. When concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our school culture of prevention, protection and support.

3.3 Our school will continue to maintain an ethos where pupils feel secure, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member at our school if they are worried or concerned about something. We follow the below guidance: [what-to-do-if-you-are-worried-a-child-is-being-abused](#)

3.4 Raising awareness of child protection issues and equipping children with the language and skills needed to keep them safe. Establishing a safe environment in which children can learn and develop within an ethos of openness.

4. 0 SAFEGUARDING DEFINITIONS

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school plays a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. We also have developed systems as described in working together to Safeguard Children 2015 [working-together-to-safeguard-children](#) to address these issues.

The school follows the Staffordshire Safeguarding Children's Board policies and procedures. [Staffordshire Safeguarding Children's Board](#)

5.0 ROLES and RESPONSIBILITIES

5.1 The Governing body/Head Teacher is accountable for ensuring the effectiveness of this policy and school compliance. The lead governor and DSL are noted in the safeguarding team on page 4.

5.2 Mr. D. Hugill, part of the senior leadership team, is the Designated Safeguarding Lead and governors monitor this post to ensure he has the time and resources required to fulfil the duty.

5.3 The Governing body have checked that the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead have read and understood the content of "Keeping Children Safe in Education" (2016) and are confident they have the knowledge, understanding to carry out their roles appropriately. The designated safeguarding lead training is compliant with SSCB training strategy, including for Safer Recruitment. [Training-Quality-Strategies](#)

5.4 The Governing Body ensures that the designated safeguarding lead understands they have the responsibility in leading safeguarding and child protection across the school. This individual has

the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The designated safeguarding lead/deputy designated safeguarding lead share information to make careful, informed choices and seek appropriate advice from external (support team) services.

5.5 The Governing body ensures that the school is compliant with their 175/157 return to the Local Authority/SSCB. Any areas of concern in safeguarding are identified and an action plan/risk assessment is developed annually. The Governing body ensures the school contributes to inter-agency working in-line with [working-together-to-safeguard-children](#) (2015) appropriately.

The Governing body ensures safer recruitment procedures that include the requirement for appropriate checks in line with national guidance (see: [Safeguarding Children and Safer Recruitment in Education Booklet](#))

5.6 The Governing body has overview of training schedule and future training requirements and this updated every term. All staff, volunteers and Governors have received an induction which includes basic safeguarding training compliant with [Staffordshire Safeguarding Board](#). All staff, volunteers and Governors have read and understood the code of conduct annually and Keeping Children Safe in Education 2016 including hyperlinks. School has developed a system in-line with guidance below to ensure that regulated and non-regulated activities and staff supervision is understood across the school. The identification of volunteers, students, visitors can be clearly identified by our visitor system. [Regulated Activity in relation to Children](#).

5.7 The Governing body/Head Teacher ensures there is a current whistle blowing policy, staff have received a copy and have the opportunity to raise concerns. School culture is to raise concerns about poor or unsafe practice and these are addressed professionally and sensitively in accordance with agreed whistle blowing procedures. [whistleblowing](#)

5.8 The Governing body/Headteacher ensures all staff are aware of the NSPCC [whistleblowing-helpline](#) for staff who do not feel able to raise concerns regarding child protection internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or Email: help@nspcc.org.uk.

[Staffordshire Professionals Procedures for Safeguarding Children](#)(section 2D)

5.9 The Governing body/Head Teacher has a schedule of policies and procedures and set reviews time tabled annually to ensure they are current. The Governing body and designated safeguarding lead coordinate the updates with training schedule to support the culture of learning for all staff/volunteers. School provides policies to parents on the school website. <http://st-margarets.staffs.sch.uk/policies>

5.10 The Governing body/Head Teacher have ensured teaching and support staff are aware of their responsibility in reporting the disclosure of Female Genital Mutilation (FGM) to Police. [Government mandatory-reporting-of-female-genital-mutilation-procedural-information](#)

Teaching staff are required to discuss notifications to the Police with designated safeguarding lead. Further guidance to be found on [multi-agency-statutory-guidance-on-female-genital-mutilation](#) (Female Genital Mutilation Act 2003)

5.11 The school/Governing body have identified a Deputy Designated Safeguarding Lead (DDSL) who is trained at the same standard as the Designated Safeguarding Lead (DSL). The DSL can delegate activities to the DDSL yet the ultimate responsibility still remains with the DSL; the lead responsibility is never delegated. In the absence of the DSL the DDSL will take the lead on Safeguarding matters.

Deputy Designated Safeguarding Lead is Mrs. J. Arundel

6.0 DESIGNATED SAFEGUARDING LEAD/ DEPUTY DESIGNATED SAFEGUARDING LEAD

6.1 The Designated Safeguarding lead will carry out their roles in accordance with [Keeping Children Safe in Education 2016](#)

6.2 Management of referrals: The designated safeguarding lead continually develops an understanding of the community the school serves, the risks and resilience. The designated safeguarding lead will have an understanding of the arrangements for staffing, volunteers and Governors, as well as training needs for safeguarding across the school updating the Governing body and Head Teacher every term.

6.3 Refer cases of suspected abuse to Local Authority children's social care, First Response as required; will represent School at child protection conferences and core group meetings. The Designated Safeguarding lead will be the expert within the school to support staff in liaising with other agencies, making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren.

6.4 Designated Safeguarding Lead will support staff who make referrals to local authority children's social care, First Response.

6.5 Designated Safeguarding Lead will refer cases to the Channel programme where there is a radicalisation concern as required; also support staff that make referrals to the Channel programme.

6.6 Designated Safeguarding Lead will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

6.7 Designated Safeguarding Lead will refer cases where a crime may have been committed to the Police as required.

6.8 Designated Safeguarding Lead will maintain robust systems to monitor and record training of all staff, volunteers, review annually, refresher time scales of training are evident. Training is delivered in-line with [Training-Quality-Strategies](#). This will include bulletins, briefings and inset day training as well as external events attended. Regular updates are shared with staff and there is a system to record these communications. This is shared with the link governor.

6.9 Designated Safeguarding lead will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

6.10 The Designated safeguarding lead monitors the case management systems set up to record cause for concerns on students to ensure referrals are timely, accurate, proportionate, and are made appropriately. The recording and storing of information is kept in-line with [the data-protection-act](#). Safeguarding and child protection records are kept separate from academic records by the DSL and there is a clear recorded process of transfer of records to new schools. Documentation is kept chronologically with a record at the front of all children's files; this gives clarity on summary/recognition of cumulative low level concerns which need to be monitored.

6.11 Designated Safeguarding Lead has developed systems for case management which is a detailed, accurate and secure record of concerns and referrals. Case files are audited by the DDSL to ensure quality and consistency. Systems are compliant with [the data-protection-act](#).

6.12 Designated Safeguarding lead has a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA/CAF) files being removed from school and returned; for what purpose e.g. case review meeting, SCR (Serious case reviews), DOH (Domestic Homicide Reviews)

6.13 Designated Safeguarding lead will share risks and resilience of pupil/student proportionately with staff members/volunteers on a "need to know and in the child's best interest" and this is recorded and monitored to ensure risks/progress of pupil/student is understood. The Designated Safeguarding lead will clearly state reasons for sharing this information and that this is carried out in strict confidentiality, we follow [safeguarding-practitioners-information-sharing-advice](#).

6.14 Designated Safeguarding lead ensures systems in place to induct new staff/governors are robust and monitored and non-compliance is shared with Senior Leadership Team/Governing body. Designated Safeguarding lead will ensure induction policy is updated annually in-line with [Keeping Children Safe in Education 2016](#).

6.15 Designated Safeguarding Lead understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation. This is also covered in the school's on-line safety policy.

6.16 All staff have access to resources/bulletins and attend any relevant or refresher training courses to update their professional development, coordinated by the DSL and Bursar. The Teachers' Standards 2012 [teachers-standards](#) state that teachers, including Head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. [Training-Quality-Strategies](#). All staff are encouraged to access SSCB updates regularly as part of professional development. [Staffordshire Safeguarding Children's Board](#)

6.17 Head teacher/Governing body encourage a culture of including staff and pupil voice when creating procedures and systems designed to protect children. Pupil voice is recorded and safeguarding is mapped across the curriculum.

6.18 Working with others:

The Designated Safeguarding Lead (Headteacher) will liaise with the safeguarding lead governor to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

6.19 Designated Safeguarding Lead notifies children's social care if a child with a child protection plan is absent for more than two days without explanation.

6.20 Designated Safeguarding Lead as required will liaise with Children's services: the "case manager", social worker or LADO (local authority designated officer for child protection concerns (all cases which concern a staff member).

6.21 Designated Safeguarding Lead will 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. Risk assessments will be completed as required and should where appropriate involve other agencies.

6.22 Designated Safeguarding Lead where a parent chooses to remove their child/ren from school to EHE (Elected Home Educators) the school will make arrangements to pass any safeguarding concerns to the EHE Team within Staffordshire County Council and inform other professionals who are involved.

6.23 School at times may require further assistance from interpreters to support child and families. These services will be accessed with support of the Designated Safeguarding Lead.

7.0 WORKING WITH PARENTS/CARERS

7.1 School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to help them understand our statutory responsibilities in this area.

7.2 When pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy is available on the school website and will be provided to parents on request. Where appropriate, parents/carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services or other agencies.

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

7.4 We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to social care in those circumstances where it is appropriate to do so.

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

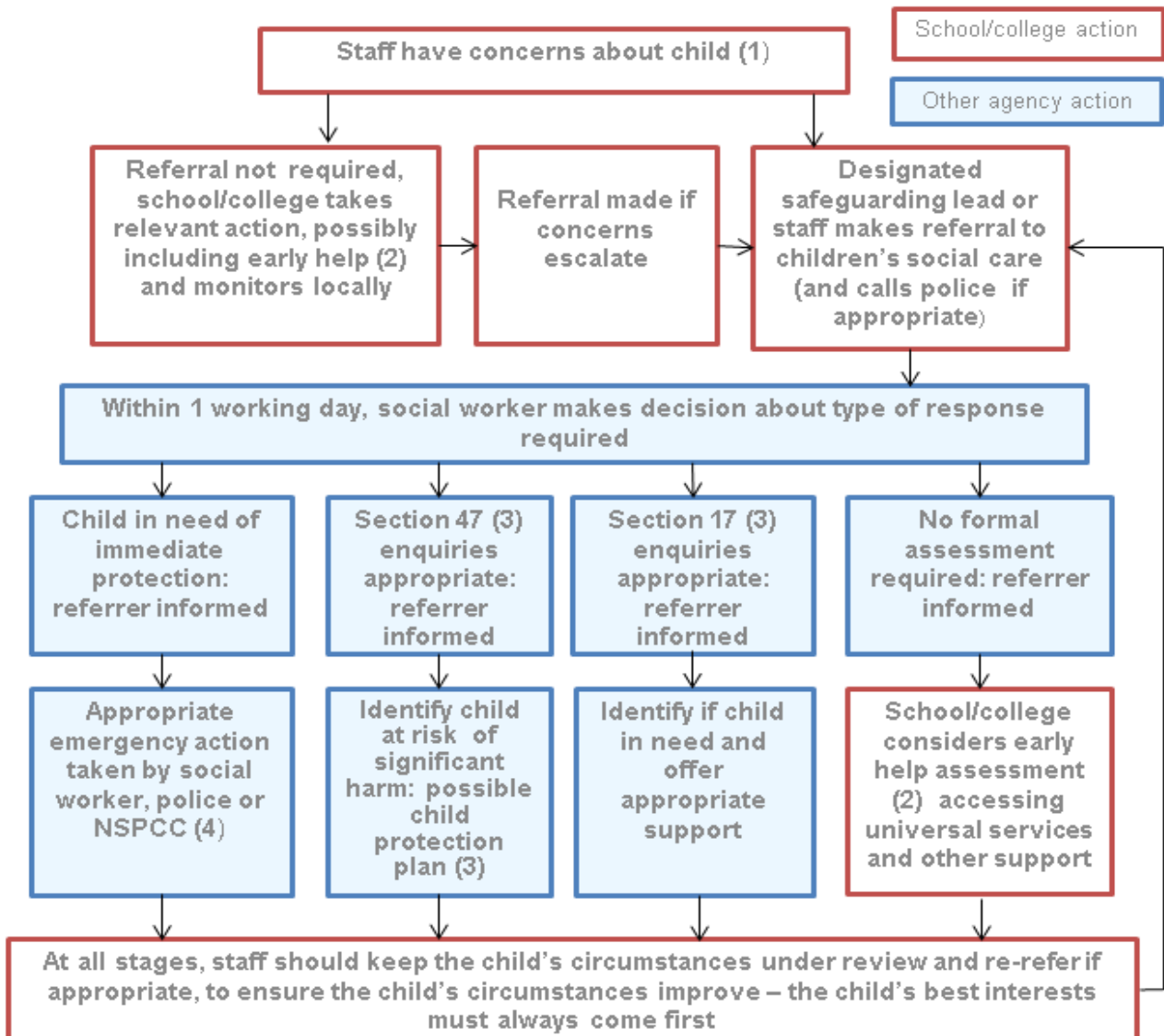
- Full names and contact details of all adults with whom the child normally lives

- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above)
- Any legal or criminal changes which effects parental responsibility e.g. Bail condition, court orders, Multi – Agency Risk Assessment Conference (MARAC)

7.6 The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8.0 PROCEDURES FOR MANAGING CONCERNS

Actions where there are concerns about a child



8.1 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

Further guidance: [Staffordshire Thresholds-and-CAF/Thresholds-and-Early-Help](#) document

8.2 The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information. Following guidance [What to do if you're worried a child is being abused](#). If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action to take, depending on the circumstances, the seriousness of the child's allegation and the local multi-agency safeguarding arrangements in place

8.3 All concerns about a child or family should be reported without delay and recorded in writing/electronic system using an agreed template without delay. This is given to the Designated Safeguarding Lead, following school procedure.

Following receipt of any information raising concern, the Designated Safeguarding Lead will consider what action to take and seek further advice from First Response or Education Safeguarding Advice Service (ESAS) as required. All information and actions taken, including the reasons for any decisions/actions made, will be fully documented on the child's record.

It is not the responsibility of the school to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, we will have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

Staff members are encouraged, if they have any concerns about a child, to have a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to Children's Social Care or Police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Staffordshire Safeguarding Children Board.

If the concerns are in respect to an allegation of a criminal nature, the school may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault, sexting (see Online Safety section of policy below). In regards to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children's social care.

Our School Behaviour and Discipline Policy sets out steps we will follow where the need arises, including sanctions and other disciplinary steps. In order to protect all children at the school, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a

risk to, another child, or implement risk management procedures which may restrict activities or movement of the child in our setting.

A Safeguarding and Concerns log is maintained by the DSL and updated every half term to record all issues which concern children's safety or well-being. This will also ensure an accurate picture is compiled and that concerns are followed up and appropriate actions taken.

8.4 If anyone other than the Designated Safeguarding Lead makes the referral they should inform the Designated Safeguarding Lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what the next stages are.

8.5 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy or SSCB should raise their concerns with the Headteacher or Governing body. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact First Response directly with their concerns using the link: [Report-child-abuse-to-local-council](#)

8.6 [Escalation-Procedure](#) (section 7A)- Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work. Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action and support should be sought from the school's designated safeguarding lead.

9.0 EARLY HELP – EHA

9.1 Designated Safeguarding Lead will ensure staff are aware of the [Staffordshire Early Help Strategy](#)/process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, wherever possible and appropriate, acting as the lead professional in undertaking an early help assessment.

9.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

9.3 Early help is a key part of a wider continuum of engagement with families and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early help.

9.4 Practitioners should complete an Early Help Assessment (EHA) [staffordshire getting help early](#) when:

- Age appropriate progress is not being made and the causes are unclear or development progress is being met
- The support of more than one additional agency is needed to meet the child or young person's needs
- The child/ren do not meet safeguarding of SSCB threshold yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

9.5 The school EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire Local Support Team (LST). [staffordshire getting help early](#) The School will inform the LST Co-ordinator when an EHA has been started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family. This is so that a record of that involvement can be maintained on Capita, it also enables the Safeguarding Children's Board to monitor the contribution made by school to the provision of Early Help across the county.

9.6 The Designated Safeguarding Lead meets on a termly basis to discuss concerns or additional children needing support with the LST officer. This is linked to the school using the [Thresholds-and-CAF/Thresholds-and-Early-Help](#). These meetings are recorded as part of the individual case management system of the pupil's files. This opportunity enables a clear assessment of additional support and services that could be offered. [Staffordshire Education Safeguarding Advice Service](#)

Guidance on responding to a child disclosing abuse:

The following list should be used as advice for teachers in the event that a child discloses information relating to abuse that they may be suffering to them:

- * **Stay calm**
- * **Listen carefully** to what is said
- * **Do not promise to keep secrets** – find an early, appropriate opportunity to explain that it is likely the information will need to be shared with others. NB: If the child is Fraser/Gillick competent (i.e. they have a good understanding of the situation and are intelligent enough to deal with the situation on their own.) then staff members should not inform parents or guardians if the young person doesn't comply.
- * **Allow the child to continue at her/his own pace**
- * **Only ask questions for clarification purposes** –at all times avoid asking questions that suggest a particular answer
- * **Reassure** the child that they have done the right thing in telling you
- * **Tell them what you will do next** and with whom the information will be shared
- * **Record in writing what was said** using the child's own words as soon as possible – note the date, time, any names mentioned and to whom the information was given and ensure that the record is signed and dated.

In the case that a child or adult discloses any information regarding abuse that they may have suffered, the information should be passed onto the school's Child Protection Officer. If the Child Protection Officer is not available, any urgent concerns should be passed on to the relevant social services authority or the Police.

10.0 TYPES AND SIGNS OF ABUSE

10.1 As a school we are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. [Promoting the welfare of children](#) (section H)

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

11.0 KEEPING CHILDREN SAFE IN EDUCATION (2016) SPECIFIC SAFEGUARDING ISSUES:

11.1 All staff in our school has an awareness of safeguarding issues- some of which are listed below. These are discussed in staff briefings, including the behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting; which put children in danger. All staff are aware of the Designated Safeguarding Lead who is the expert within our School is there to support staff, volunteers and Governing body further support.

11.2 All school staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Further guidance on peer on peer abuse can be found in school behaviour policy and procedures.

11.3 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 and colleges can be found on the [TES](#) , [MindEd](#) and the [NSPCC](#) websites.

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- Bullying including cyberbullying
- Children missing education – and Annex A
- Child missing from home or care
- Child sexual exploitation (CSE) – and Annex A
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) –
- forced marriage-
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation –
- Relationship abuse
- Sexting
- Trafficking

For further details and hyperlinks see appendix 1

12.0 CHILD PROTECTION CONFERENCES

12.1 Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This

duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989. Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children [Staffordshire Managing-Individual-Cases](#) (section 3E)

12.2 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

12.3 Designated Safeguarding Lead/Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. In any event, the person attending will require to have as much relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The representative attending must contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

12.4 All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Families First Service. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school through the Designated Safeguarding Lead.

12.5 Clearly, child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Families First Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

12.6 Child in Need (section 17)

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

12.7 Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child/ren are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.
- Where prevention strategies have been designed and monitored without desired outcomes being met.

12.8 If the designated safeguarding lead considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team (FRT) ([Staffordshire Thresholds-for-Intervention-Guidance](#)) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the designated safeguarding lead will discuss the issues with the FRT.

12.9 Appropriate school/college staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

13.0 CURRICULUM

13.1 In our school learning is exciting, challenging and stimulating. Children are encouraged to think for themselves and to develop excellent reasoning skills. We aim to provide a rich educational experience which enables pupils to develop a wide range of skills, giving them the ability to succeed in their future learning and make choices in a career path.

"Learning is a real challenge as well as great fun; teachers encourage you to improve, succeed and achieve your best." (Georgia & Isabella)

13.2 We set high expectations then encourage and nurture them so they can reach their goals. We believe that exciting and enriching activities put children's learning into context and make it more meaningful. This includes a range of educational visits and visitors, an annual visit to the theatre, acquiring exciting outdoor skills when 'Learning in the Woods' and participating in many events with the local church. An active choir enjoys performing at public venues and our children take the opportunity to learn a range of musical instruments.

All children have different qualities and talents which we celebrate and nurture through our provision and whole school celebration worship. Achievements within and beyond the curriculum are encouraged and success celebrated. We are also committed to providing a wide range of balanced extra-curricular activities. These include scientific experiments, art and design, languages, music, drama, arts and crafts and a range of sports (competitive and recreational).

13.3 Throughout our curriculum we provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

Our safeguarding across the curriculum map identifies where teaching and learning develops pupils' understanding of how to safeguard themselves across the curriculum. This aims to ensure we build resilient learners who recognise dangers and take appropriate steps to remain safe.

Online safety has a high priority including all computer users having individual passwords and having to follow an Acceptable Use Policy. The school holds workshops to enable parents to be better informed about online safety and we have set up an Online Safety working group which includes parents and governors.

13.4 Our worship plan promotes Christian values, British values, multi-culturalism and a wide range of safeguarding aspects to ensure that the children gain specific knowledge in these vital areas. We help them develop a clear understanding through whole school worship, class worship and PSHE sessions. They record this learning in their PSHE books or use their creativity to record in other ways which impact on learning e.g. creating posters and guides about being safe online.

Our core Christian values underpin our work and we actively promote these through worship and PSHE, reinforcing our high expectations of behaviour and clear commitment to excellent learning.

Equality	Respect	Co-operation
Compassion	Peace	Forgiveness

Children at St Margaret’s are expected to embrace our caring ethos where everyone is welcomed as equals and encouraged to do their best. We have strong links with St. Margaret’s Church which enables both the clergy and wider church community to make a contribution to the children's success and promotes exploration of spirituality.

13.5 Our curriculum maps show how we ensure the full range of subjects is taught, with opportunities exploited to make links across the curriculum. English forms the bedrock of learning and links are actively promoted in other curriculum areas e.g. historical narratives / drama performances linked other subject areas. Our pupils reach high standards in English and mathematics and excel in a wide variety of areas.

13.6 As well as teaching children the importance of respect, we build their self-confidence by giving them responsibility and inspiring them to contribute to school as well as the local, national and international community. We are proud to be an inclusive school – nurturing all children so everyone can achieve their best. We celebrate the unique qualities of **all** individuals both in our school community and wider society. Our children are fully committed to showing compassion and making a difference by helping others, represented by their wide-ranging charitable work. All of this is pupil driven with support from the staff and community.

13.7 We actively encourage our children to share their views. Our democratically elected School Council enables children to contribute to school improvement in many ways:

- Pupils’ Rights & Responsibilities (behaviour code)
- School environment
- School Behaviour Policy
- Charitable work
- Prefects
- RotaKids – working to help those in need locally, nationally and globally (Rotary Club)

We work with children, parents and staff to create a culture of trust and openness. The school has an ethos of mutual respect expressed through our Christian (& British) Values and Rights and Responsibilities. This is consistent with the government ethos of promoting British Values, which is outlined in ‘Prevent’ guidance.

Pupils are actively encouraged to talk to any member of staff if they have worries and concerns, including admin staff. Children are encouraged to discuss these with an adult who will guide and advise them depending on the situation. There are processes where they can report any problems

to either their teacher, a member of support staff or a senior leader. The headteacher is always available to deal with concerns or worries, which may include worries about school or home e.g. bullying, online safety, child protection issues etc. Worry boxes within classes also provide children with a platform to share their concerns subtly and privately.

Any and every concern by children and other members of the school community are taken seriously and where necessary acted upon swiftly. Behavioural issues are recorded in class behaviour logs and safeguarding issues reported to the DSL who records these in a log which is updated and reviewed every half term.

Parents and carers are also encouraged to talk to staff if they have concerns, including to the DSL if they feel that the matter is not being addressed or the situation is not improving.

Our School Behaviour and Discipline Policy sets out steps we will follow where the need arises, including sanctions and other disciplinary steps. In order to protect all children at the school, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict activities or movement of the child in our setting.

If the concerns are in respect to an allegation of a criminal nature, refer to procedure set out in Section 8.3.

14.0 EDUCATIONAL VISITS

The school subscribes to the Staffordshire County Council Educational Visits policy and all visits are rigorously assessed for risks before being submitted via the Evolve system. All proposed visits are considered by the Educational Visits Co-ordinator and the Headteacher, unless for adventurous activities which are approved by the county visits risk team.

15.0 CHILDREN MISSING IN EDUCATION

New government regulations came into effect in 2016. School has a duty to investigate any unexplained absences and our attendance officer monitors pupils' attendance carefully. We liaise at least termly with the local authority Education Welfare Worker where we have concerns about individual children's attendance. We hold meetings with parents/carers (including with the EWW) to address poor or irregular attendance.

We keep up to date pupil and parent/carer records to ensure we can make contact should a child be absent from school. The new regulations set out clear procedures for notifying the local authority about pupil transitions in and out of the school, to ensure no child is 'missing' from education.

(Ref: [Children Missing Education - statutory guidance](#))

16.0 CHILDREN WITH MEDICAL NEEDS and INTIMATE CARE

Children with diagnosed medical conditions and needs are provided for under the details of care plans written in conjunction with the school nurse service. Only medicines prescribed by a doctor can be administered by school staff.

For issues regarding **intimate care**, please contact the school office. (Further Ref: Administering medicines policy, Asthma policy - [Emergency-asthma-inhalers-for-use-in-schools](#))

17.0 SAFER RECRUITMENT

17.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2016).

17.2 Safer recruitment procedures include the requirement for appropriate checks in line with national guidance (see: [Schools recruitment Safeguarding Children and Safer Recruitment in Education Booklet](#))

17.3 At St. Margaret's C.E. Junior School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

17.4 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in-line with statutory requirements and risk assessed robustly. The link Governor will check the SCR on a termly basis, recording accuracy and reporting actions to the SLT and Governing body.

(Ref: safer recruitment policy)

18.0 SAFER WORKING PRACTICE

18.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

18.2 All staff including supply/volunteers will be provided with a copy of our school's code of conduct at induction. They will be expected to carry out their duties in accordance with this code and the policy for positive handling. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. Staff who have accessed Positive Handling training are logged by the Headteacher/DSL and updated in-line with [Staffordshire policy](#). All incidents will be recorded in-line with guidance.

18.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

18.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in *'Guidance for Safer Working Practices for Adults who work with Children and Young People in Educational settings'*. (DCSF, March 2009) All

staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Ensuring there is effective support and supervision for staff working with vulnerable children is highlighted In Working Together 2015 (para 56). We decide on the best way to offer this support depending on the situation e.g. peer support between Designated and Deputy Safeguarding Leads.

(Ref: Staff code of conduct policy)

19.0 EDUCATIONAL VISITORS TO SCHOOL

19.1 The school will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. We follow guidance for non-regulated activities.

In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised and suitability recorded
- Whether the role is eligible for an enhanced DBS check
- Our risk assessment will decide the level of supervision required – supervision will be “reasonable in all circumstances to ensure the protection of children” as per KCSIE 2016
- We have clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school
- Our obligations under the Prevent duty

20.0 MANAGING ALLEGATIONS AGAINST STAFF, PEER on PEER & VOLUNTEERS

20.1 The Governing body ensures there are procedures in place to manage allegations of abuse against staff members, peer on peer and Head Teachers.

(Ref: Managing Allegations Against Staff Policy / Staff Code of Conduct)

20.2 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Peer-on-peer abuse is captured in four key definitions (Firmin 2013a):

1. The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
2. The definition for child sexual exploitation (DCSF 2009) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person
3. The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)

4. Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009)

20.3 The term peer-on-peer abuse can refer to all of these definitions. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people's experiences.

20.4 Our response to peer on peer abuse needs to have a holistic assessment of both/all of the young people's needs; an assessment of the 'perpetrator' of the abuse will also be required if they are under the age of 18.

20.5 The assessment of risk, and subsequent interventions with young people, needs to recognise that individual experiences do not cause the abuse that they experience, but may be used by others who have power over them.

20.6 We are clear as a school in our understanding of consent:

The Sexual Offences Act 2003 states consent is 'if she or he agrees by choice, and has the freedom and capacity to make that choice'. There are **three** important parts to this:

- choice – a deliberate decision
- Capacity to consent – does the person have sufficient cognitive ability/developmental age to understand issues, are they intoxicated by alcohol or affected by drugs
- whether a person makes their choice freely, without manipulation, exploitation or duress

In all cases, the law is clear that it is the responsibility of the person *seeking* consent who has the responsibility to ensure that the other person agrees by choice and has the freedom and capacity to make that choice.

20.7 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

20.8 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children (and the role of LADO) and Part 4 of 'Keeping Children Safe in Education', DfE (2016) are adhered to. We will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 0800 1313126

20.9 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Governing body. In the event that the Headteacher or Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

20.10 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

20.11 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact **the LADO directly on 0800 1313 126**.

20.12 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. the designated Safeguarding lead has a responsibility to inform Barring service.

21.0 VULNERABLE CHILDREN – including LAC

21.1 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of 10 school days or more. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. *Our* staff alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

21.2 As a school we are aware that the potential for children with SEND may have additional barriers when it comes to safeguarding, the school recognises that this group can be more vulnerable to abuse and neglect. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

21.3 Heightened vulnerability linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others

- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have “friends” or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A combination of these factors can make pupils more susceptible to risks.

21.4 All children, including disabled children and children with impairments and additional needs, deserve the opportunity to achieve their full potential. In support of this it is important that their needs are considered in the same way as for any other child and as outlined in Working Together to Safeguard Children 2015.

Children have said that they need:

- Vigilance; to have adults notice when things are troubling them
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon.
- Stability: to be able to develop an on-going stable relationship of trust with those helping them.
- Respect: to be treated with the expectation that they are competent rather than not.
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.
- Explanation: to be informed of the outcome of assessments and decisions and how they have been reached, positive or negative.
- Support: to be provided with support in their own right as well as a member of their family.
- Advocacy: to be provided with advocacy to assist them in putting forward their views.

[Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4S)

21.5 Looked after children: Staffordshire’s Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments.

Initiated by *Care Matters, Time for Change* (2007), all Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual School. The responsibility for each child’s education, target setting, learning and teaching remains with the schools where they are enrolled.

The governing body must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act).

21.6 The role of the designated teacher within the school

[Designated-teacher-for-looked-after-children](#)

The designated teacher plays a crucial role in helping school staff to understand the things which affect how looked after children learn and achieve.

The designated teacher will:

- Promotes a culture of high expectations and aspirations for how looked after children learn
- Makes sure the young person has a voice in setting learning targets be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.

- Makes sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

The LAC designated teacher is: Mrs J Arundel

22.0 WORKFORCE and DEVELOPMENT

22.1 As a school we have a clear framework of supporting and training our staffing group. On an annual basis all staff receives an appraisal which includes identification of training needs across safeguarding agenda highlighted in Keep Children Safe in Education 2016. Teaching standards defines the role and responsibility of teaching staff to continually develop their knowledge and understanding and as a school we develop this as part of our working culture. As a school on an annual basis we have a recorded training schedule developed to meet the needs of the staffing group knowledge and understanding to enable a robust culture in safeguarding and agendas consistently across the school. In the weekly staff briefing session, the DSL regularly updates staff on any issues relating to Safeguarding. This is documented.

22.2 We have a clear induction process for staff, volunteers and Governors. This includes DBS checks, safeguarding roles, responsibilities and processes (See school website for governors' roles and responsibilities). Governors sign a code of conduct and many have undertaken safeguarding training e.g. signs and symptoms of abuse, how to manage a disclosure from a child, how to record issues and confidentiality.

22.3 Section one of Keeping Children Safe in Education 2016 all staff, volunteers and Governing body receive a copy and briefing sessions on implementation. Governing Body, Head Teachers, Middle Management, designated safeguarding lead all receive full document and sessions on how this is implemented and monitored by Governing body/Head Teacher, SLT and designated safeguarding lead.

22.4 We value our volunteers and as part of this we offer supervision where there is a focus on safeguarding, these are recorded.

22.5 As a school we have developed systems to ensure that staff training and quality assurance systems around safeguarding are robust and monitored by the Governing body termly.

23.0 TRAINING - DESIGNATED SAFEGUARDING LEAD

23.1 The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years in-line with HSCB. The designated safeguarding lead role is crucial in enabling all staff members in having an understanding of impact and diversity of safeguarding issues. The designated safeguarding lead will develop and monitor systems to update staff, pupils and families.

23.2 The Designated Safeguarding Lead should undertake Prevent awareness training, have clear understanding of risk assessment and update as appropriately.

23.3 In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply

taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Have an understanding of the lesson learnt from SCR (serious case reviews) and how best to implement the learning

24.0 RAISING AWARENESS – DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead will ensure the school's child protection policies are known, understood and used appropriately. Staff are regularly updated with key details during staff meetings and/or briefing sessions.

24.1 The designated safeguarding lead and Governing Body ensures the school's child protection policy is reviewed annually (as a minimum), in consultation between governors and senior leaders, and the working practice and procedures are reviewed and updated regularly.

24.2 Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; Designated safeguarding lead has links with the SSCB and has contact names of all school representatives on Board and sub groups and can influence the work of the Board. We also as a school adopt local policies on safeguarding and training opportunities.

25.0 AVAILABILITY OF DESIGNATED SAFEGUARDING LEAD

During term time the Designated Safeguarding Lead (or a deputy) is available at any time for staff in the school to discuss any safeguarding concerns.

As a school we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority.

26.0 COMMUNICATION – CONFIDENTIALITY/INFORMATION SHARING

26.1 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015). The school works closely with social care from the host authority and, where appropriate from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

26.2 As a school we recognise the importance of information sharing between professionals and local agencies. We follow best practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

26.3 Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our children in our care.

27.0 MANAGING COMPLAINTS

27.1 As a school we have a compliments, comments and complaints policy. As a school we encourage children and families to raise with us compliments, concerns or comments and have a robust internal investigation process. (Ref: Complaints Policy)

27.2 The compliment, comment or complaints policy states clearly the stages of complaints and where to escalate concerns following completion of process either through governors or the county education lead.

28.3 Safeguarding concerns should be raised with school immediately. If a concern or a child is at immediate risk then the individual needs to contact MASH. (see contact details below). All visitors are advised on the code of conduct expected by visitors/contractors and how to share concerns.

28.0 SITE SECURITY

28.1 St. Margaret's C.E. Junior School provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. (Ref: Health and Safety Act 1989 and 2004)

Therefore:-

- Gates are kept closed during the school day, visitors gain access by using the intercom to the school office. They are directed to the main entrance.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring staff are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by visitors pass will be challenged by any staff member and this will be reported to senior leadership Team member.
[Regulated Activity in relation to Children](#)
- Parents, carers and grandparents attending functions have access only through the front foyer, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.
- Health and safety audit to be completed annually with risk assessment. This to form part of Governors annual report. Developed with Prevent risk assessment.
- Risk management of site security is managed by senior leadership/Governors.

- School has a clear system of risk assessments and review timescales of these.

29.0 BOARDING SCHOOLS, RESIDENTIAL SPECIAL SCHOOLS AND CHILDREN'S HOMES

We are none of the above.

30.0 ADULT SAFEGUARDING BOARD AND DoLS [Staffordshire Deprivation of Liberty](#)

30.1 The Deprivation of Liberty Safeguards (DoLS) is the name for the process by which someone who does not have the mental capacity to agree to arrangements for their accommodation, treatment and care can be deprived of their liberty for their own health and safety, in their best interest and where it is the least restrictive alternative.

30.2 The Adult Protection Procedures describe the response to the abuse of vulnerable adults in Staffordshire and Stoke-on-Trent. As an agreed inter-agency procedure full compliance is required from all staff in all agencies including social care, criminal justice, health or housing, or other staff/volunteers that are in contact with vulnerable adults.

These procedures relate to issues of abuse and exploitation and are not invoked simply as a response to a perception of vulnerability. [Staffordshire reporting abuse/vulnerable adult abuse](#)

31.0 EYFS [EYFS framework](#)

N.B. We currently only provide for Key Stage 2 pupils

This framework is mandatory for all early years' providers (from 1 September 2014): maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in it's own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the foundation for good future progress through school and life.

All our staff are aware there is an expectation to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

As a school we ensure at least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings.

There is a clear policy use of mobile phones on school premises and reporting and storing of medication.

(Ref: Medications Policy)

Appendix 1: KEY LEGISLATION

This policy has been devised in accordance with the following legislation and guidance:

- Working Together to Safeguard Children 2015 (DfE)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Staffordshire Safeguarding Children Board Procedures (online)
www.staffsscb.org.uk/professionals/procedures/
- Staffordshire Safeguarding Children Board Training Catalogue (online)
www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/
- Keeping Children Safe in Education 2016 (DFE)
www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf
- Disqualification under the Child Care Act 2006
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- St. Margaret's C.E. Junior School Whistle Blowing policy
- Online-safety Tool Kit
- Children Missing from Education Policy
www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policy.pdf
- Early Years Statutory Framework
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf
- Statutory policies for schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf
- NSPCC/TES safeguarding in education tool
<https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f>
- Asylum seekers
<https://www.gov.uk/browse/visas-immigration/asylum>
<https://www.gateshead.gov.uk/Education%20and%20Learning/Schools/plans/Education-guidance-for-refugees-and-asylum-seekers.aspx>

- Children's commissioner:
<http://www.childrenscommissioner.gov.uk/publications>
<http://www.childrenscommissioner.gov.uk/search/node>

Appendix 2: ADDITIONAL DOCUMENTS REGARDING CHILD PROTECTION AND SAFEGUARDING POLICY

- Children Act 1989 and 2004
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Every Child Matters – Change for Children 2004
- Freedom of Information Act 2000
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discriminations Acts 1975 and 1986
- Sex Discrimination (Gender Reassignment) Regulations 1999
- The Human Rights Act 2000

Appendix 3: SAFEGUARDING AGENDAS (Included are national and local hyperlinks to policy)

• **Bullying including Cyberbullying** - bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. racist or homophobic remarks, threats, name-calling)
- emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)

"The damage inflicted by bullying (including cyberbullying via the internet) can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). Information and Communication Technology (ICT), now more commonly referred to as Digital Technology, enables children and young people to learn, play, communicate and explore the world in fantastic new ways and many children and young people are now skilled in using digital technology including computers, tablets, mobile phones and gaming machines. However with this new technology there are new risks it is important we have understanding around prevention [preventing-and-tackling-bullying](#). Everyone who is responsible for the welfare and safety of children needs to understand what these risks are and how we can all work together to enjoy these new technologies safely. "As in any other area of life, children and young people are vulnerable and may expose themselves to danger - knowingly or unknowingly - when using the internet and other digital technologies. Indeed, some young people may find themselves involved in activities which are inappropriate or possibly illegal. [Staffordshire on line bullying](#) (Section 6C)

• **Sexting** – Sexting is when a young person takes an indecent images of them self and sends this to their friends or boy / girlfriends via mobile phones. [Sexting/what-is-sexting](#)
 The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by paedophiles. [CEOP](#) The CEOP Command's ThinkUknow program provides resources, training and support for professionals who work directly with children and young people.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

[Staffordshire Further-Guidance-for-Practitioners](#) (section C)

Youtube resource - [Training/Learning-resources](#)

- **Children missing education** – All professionals working with children, as well as the wider community can help by remaining vigilant to children’s safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child’s safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age [Children-missing-education](#) in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education. (Insert hyper link to attendance policy).

[Staffordshire Children Missing Education Policy](#)

- **Child missing from home or care** - There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point. This is not to presume that the care system necessarily causes young people to run away. In many cases, a pattern of running away may have been established at an early age and may have been a factor in the young person’s admission to care. It is also important to remember that the majority of looked-after children do not go missing. [Children-who-run-away-or-go-missing-from-home-or-care](#)

Whilst each case needs to be considered on its merits, children who run away are at a heightened risk of being victims of crime, being sexually exploited, being involved in substance misuse or of becoming involved in crime and disorder. Additionally, research shows that the level of risk to the individual child escalates with each episode they go missing and repeat episodes have been identified as a significant indicator of high risk to the child or young person. [Staffordshire Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4G)

- **Child sexual exploitation (CSE)** – “child sexual exploitation (CSE) is when a child/young person is used by being tricked into doing something sexual sometimes receiving something in return like love, affection, money, drugs or alcohol.” National Working Group #SaySomething Campaign.

[what-to-do-if-you-suspect-a-child-is-being-sexually-exploited](#)

[Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4H)

Staffordshire dedicated website has further resources: www.knowaboutcse.co.uk

- **Domestic violence** – Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical

- sexual
- financial
- emotional

This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

[Domestic-violence-and-abuse](#) is a generic term to describe a wide range of intentional behaviours used by one individual to control and dominate another with whom they have had, wished to have, or are currently in a close intimate, family or other type of relationship. It does not only relate to married or co-habiting couples, and it frequently continues after a relationship has ended. A significant number of women and children are no safer when they leave an abusive home, and for very many it is known that the level of violence and abuse can escalate.

[Staffordshire promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4N)

• **Relationship Abuse** – Domestic abuse is one of the key priorities of the Community Safety Partnership's throughout the County of Staffordshire. The Community Safety Partnerships, which are made up of multi-agency members, have agreed to use the Home Office definition of domestic abuse:-

“Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults, aged 18 and over, who are or have been intimate partners or family members, regardless of gender and sexuality.” [relationship-abuse/what-is-relationship-abuse](#)

However, the Staffordshire Police definition of domestic abuse is:- “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between partners and ex-partners aged 16 years and over, who are or have been intimate partners, regardless of gender and sexuality.” [Staffordshire Individuals-who-pose-a-Risk-to-Children](#) (Sec 5D)

• **Drugs** - there is evidence that children and young people are increasingly misusing alcohol and illegal drugs. [Drugs-advice-for-schools](#) there are many consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Working with Parent who misuse substances [Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4Q)

• **Fabricated or induced illness** - [safeguarding-children-in-whom-illness-is-fabricated-or-induced](#) - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

There are three main ways of the parent/carer fabricating or inducing illness in a child:

1. **Fabrication** of signs and symptoms, including fabrication of past medical history.
2. **Fabrication** of signs and symptoms and **falsification** of hospital charts, records, letters and documents and specimens of bodily fluids.
3. **Induction** of illness by a variety of means.

Indications a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is

not required for a marriage to be forced. [Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4L)

• **Gender-based violence/violence against women and girls (VAWG)** - [violence-against-women-and-girls](#)

Too many women are still victims of domestic and sexual violence. We must help young people to understand what a healthy relationship is and to re-think their views of controlling behaviour, violence, abuse, sexual abuse and consent.

[Strategy-to-end-violence-against-women-and-girls-2016-to-2020](#)

• **Hate** - [Educate against hate](#)

A hate crime is a crime committed against someone because of their:

- disability
- race or ethnicity
- religion or belief
- sexual orientation
- transgender identity
- alternative subculture

• **Gangs and youth violence** - [Advice-to-schools-and-colleges-on-gangs-and-youth-violence](#)

The Policing and Crime Act 2009 ('the 2009 Act') contains provisions for injunctions to prevent gang-related violence and gang-related drug dealing activity to be sought against an individual; these were commenced in January 2011.

The Crime and Security Act 2010 contains provisions for breach of an injunction to be enforced against 14 to 17 year olds; the Crime and Courts Act 2013 moved jurisdiction for these proceedings from the County Court to the Youth Court.

The Serious Crime Act 2015 contains provisions that amend the statutory definition of what comprises a "gang", as defined in section 34(5) of Part IV of the Policing and Crime Act 2009, and expands the scope of the activity a person must have engaged in, encouraged or assisted, or needs to be protected from, before a gang injunction can be imposed to include drug dealing activity. Locally, the following definition of gangs, as included within Dying to Belong (Centre for Social Justice, 2009), has been adopted:

A relatively durable, predominantly street-based group of young people who;

- (1) See themselves (and are seen by others) as a discernible group, and
- (2) Engage in a range of criminal activity and violence

They may also have any or all of the following factors:

- (3) Identify with or lay claim over territory
- (4) Have some form of identifying structural feature
- (5) Are in conflict with other, similar, gangs.

• **Mental health** - [Mental-health-and-behaviour-in-schools](#) This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. Parenting capacity and mental health [Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4O)

• **Missing Children and Adults strategy** - [Missing-children-and-adults-strategy](#) Research has shown that children are more likely than adults to go missing, placing them in risky situations and

increasing their vulnerability to a whole range of issues, including homelessness, becoming a victim or perpetrator of crime and, as we are increasingly aware, placing many of these vulnerable young people at greater risk of child sexual exploitation.

[Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4G)

• **Private Fostering** – A privately fostered child, being under the age of 16 (18 if disabled), is cared for and provided with accommodation by someone other than; a parent, person with parental responsibility or a close relative- defined in the [Children-act-1989-private-fostering](#) or the Safeguarding Vulnerable Groups Act 2006 as a grandparent, brother, sister, aunt or uncle (whether of full blood or half blood or by marriage) or by step parent. The intention should be that the placement lasts for 28 days or more. As a school if we make private fostering arrangements we will request that DBS checks are requested by the regulated activity provider. [Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4E)

• **Preventing Radicalisation** – [Prevent-duty-guidance](#)

The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children of all ages, young people and adults to involve them in terrorism or activity in support of terrorism. Violent Extremism is defined by the Crown Prosecution Service (CPS) as: "The demonstration of unacceptable behaviour by using any means or medium to express views, which: Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; Seek to provoke others to terrorist acts; Encourage other serious criminal activity or seek to provoke others to serious criminal acts; Foster hatred which might lead to inter-community violence in the UK."

[Staffordshire Guidance-for-Practitioners](#) (section 6L)

• **Trafficking** – [Safeguarding-children-who-may-have-been-trafficked-practice-guidance](#)

Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud;
- For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components –movement and exploitation. Any child transported for exploitative reasons is considered to be a trafficking victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent.

The 'Child' refers to children anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

[Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4k)

• **De-escalation – Restrictive Physical intervention**

The expectation is that as far as possible schools and young people's settings and services will be restraint free. Poorly or incorrectly used, restrictive physical interventions are a source of risk to the young person and members of staff. The correct use of restrictive physical interventions must always be an act of last resort and not normal practice and be based on the best needs of the

individual. Schools and settings should take all reasonable actions to reduce the potential need to use restrictive physical interventions as far as practicable.

An individual behaviour support plan (which may support or be part of an Individual Healthcare Plan) should be written for children and young people whose behaviour presents a significant challenge. This plan should detail the steps that are being taken to address the individual's particular social, emotional and learning needs. It should also include the steps that staff should take to de-escalate challenging situations as well as what they should do if these steps are not successful ('an incident management plan'). The individual behaviour support plan should consider risks and how they are being minimised and managed.

Reduction in the need to use Restrictive Physical Interventions is achieved by analysing the interactions between each young person/pupil and their environment which identifies potential triggers that need to be avoided at critical periods. This involves:-

- Helping young people to avoid possible situations known to provoke challenging behaviour;
- Having education plans/care programmes which are responsive to individual needs;
- Creating opportunities for service users/pupils to engage in meaningful activities which include opportunities for choice and a sense of achievement;
- Developing staff expertise in working with individuals that present challenges.
- Understanding that behaviour is often a method of communication

[Staffordshire restrictive physical intervention](#)

[Staffordshire restrictive physical intervention forms](#)

• On Line Safety

The use of technology has become a significant component of many safeguarding issues. The internet can be a fantastic place for children and young people where they can talk to friends, be creative and have fun. However, just like in the real world sometimes things can go wrong. Working with our children we develop curriculum developing skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties.

[Staffordshire Further-Guidance-for-Practitioners](#) (section C)

[Children's commissioner](#) - publications

The Governing body and Headteacher have systems in place to limit children's exposure to safeguarding issues through IT safeguards. We have filters and monitoring systems in place and these are regulated and risk assessed as part of the prevent duty. We have an online safety policy (inset hyper link- school) which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Appendix 4 – RELATED POLICIES

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Preventing Extremism & Radicalisation Policy
- Behaviour
- Anti-Bullying (including cyber bullying indicators)
- Online Safety
- Acceptable Use
- Use of reasonable force (physical intervention)
- Recruitment & Selection
- Whistle-blowing
- Code of conduct
- Educational visits including residential
- Attendance
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Dignity and care
- First aid
- Medications
- Storage & use of mobile phones and images of children (EYFS Framework Sec3.4 2014)
Only school cameras can be used to photograph children for educational purposes e.g. recording trips, recording learning on the website. (Ref: Online Safety & Staff Code of Conduct)

All policies are approved by the Governing Body and state both the date of approval and arrangements for review. We have a clear timetable for reviewing all policies.

Appendix 5

First Response Team
Wedgwood Building
Stafford
ST16 2DH

MASH - Child protection

0800 1313 126

8:30am - 5:00pm Monday to Thursday

8:30am - 4:30pm Friday

- Have you got a serious concern about the safety of a child or young person up to the age of 18?
- Do you think a child or young person is being harmed or is at risk of being harmed?
- Are you worried that a child is living in circumstances where they are treated badly and not cared for properly?

If you've answered yes to any of these questions and you don't believe that the child or young person is being supported by a Social Worker, please contact the First Response Service immediately.

Please note: If the child you are calling about already has a dedicated Social Worker please contact them directly in the first instance.

Contact us

Telephone: 0800 1313 126

Emergency out of hours: 0845 604 2886

Fax: (01785) 854223

Email: firstr@staffordshire.gov.uk

Appendix 6 – Directory/MASH Contacts

LST Duty Numbers

LST 1 Biddulph:	01782 297812	LST 12 Burntwood:	01543 334797
LST 2 Leek:	01782 297812	LST 13 Lichfield:	01543 334797
LST 3 Kidsgrove:	01782 485044	LST 14 Rugeley:	01543 512318
LST 4 Madeley:	01782 485044	LST 15 Cannock West:	01543 512318
LST 5 Chesterton:	01782 485044	LST 16 Cannock East:	01543 512318
LST 6 Uttoxeter:	01283 239617	LST 17 South Staffs North:	01902 506160
LST 7 Paget:	01283 239617	LST 18 South Staffs South:	01902 506160
LST 8 Stapenhill:	01283 239617	LST 19 Stafford North:	01785 854080
LST 9 Wilnecote:	01827 782004	LST 20 Stafford South:	01785 854080
LST 10 Glasgote:	01827 782004		

Please follow links for Virtual School Contacts

[West Midlands Virtual School Heads Contact](#)

[Virtual Schools Contacts National](#)



VHT

SpreadsheetContacts

Single Point Of Contacts (SPOC)

District	Police SPOC	District / Borough Council CSP Contact
Cannock	Sgt Bev Rounds Beverley.Rounds@staffordshire.pnn.police.uk	Kerry Wright kerrywright@cannockchasedc.gov.uk
East Staffordshire	Sgt. Mark Kitchen Mark.Kitchen@staffordshire.pnn.police.uk	Mike Hovers Michael.hovers@eaststaffsbc.gov.uk
Lichfield	Sgt Sally Bebbington Sally.Bebbington@staffordshire.pnn.police.uk	Jenni Coleman jenni.coleman@lichfielddc.gov.uk
Newcastle	Nicola Burton Nicola.burton@staffordshire.pnn.police.uk	Sarah Moore sarah.moore@newcastle-staffs.gov.uk
South Staffordshire	Sgt Jez Heath Jeremy.Heath@staffordshire.pnn.police.uk	Maggie Quinn m.quinn@sstaffs.gov.uk
Stafford	Insp Mark Joynson Mark.Joynson@staffordshire.pnn.police.uk Sgt Victoria Ison Victoria.ison@staffordshire.pnn.police.uk	Viki Ashcroft vashcroft@staffordbc.gov.uk
Staffordshire Moorlands	Sgt Pete Slinn Peter.Slinn@staffordshire.pnn.police.uk Alexander Gould alexander.gould@staffordshire.pnn.police.uk	David Smith david.smith@staffsmoorlands.gov.uk
Tamworth	Sgt Gaz Thomas Gareth.Thomas@staffordshire.pnn.police.uk Felicity Bownds Felicity.bownds@staffordshire.pnn.police.uk	Joanne Sands joanne-sands@tamworth.gov.uk

Further advice on Safeguarding matters can also be obtained from:

Local Contacts

- Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126. Email firstr@staffordshire.gov.uk
- Emergency Duty Services (out of hours safeguarding concerns) 0845 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100
Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays)
Minicom: 01782 236037
- School Guidance around Asylum Seekers – Sam Hubzer (Central Throughcare Team) Tel: 01785 854906 Solihullsafeguardingteam@homeoffice.gsi.gov.uk
- Staffordshire Police Force coordinator : Mark Hardern
Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk
- Staffordshire County Council's Education Safeguarding Advice Service
01785 895836 e-mail : esas@staffordshire.gov.uk
- LADO Staffordshire (01785) 278958 or mobile: 07580805368
- DoLS Team – Deprivation of Liberty Safeguards is the name for the process by which someone who does not have the mental capacity to agree to arrangements for their accommodation, treatment and care
Tel: 01785 895665 Email: deprivationofliberty@staffordshire.gov.uk

Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Families First Local Support team (Staffordshire) email families.first@staffordshire.gov.uk
- Fostering Service (Staffordshire) 0800 169 2061 email fostering&adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Board 01785 277151 sscb.admin@staffordshire.gov.uk
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email fish@stoke.gov.uk
- Staffordshire Fire and Rescue Service Headquarters, Pirehill, Stone, Staffordshire, ST15 0BS General enquires: 08451 22 11 55
- To book a free home fire risk check: 0800 0241 999
- In an emergency always dial 999

NSPCC

- Harmful Sexual Behaviour project: **0844 892 0273**
- Base 58 – support for children who have been subjected to or are at risk of sexual exploitation (Stoke on Trent only) 01782 286862; www.brighter-futures.org.uk

National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) <http://ceop.police.uk/>
- Professionals Online Safety Helpline – 0844 381 4772 www.saferinternet.org.uk/helpline
- Internet Watch Foundation (IWF) – <http://www.iwf.org.uk>
- Safer Internet Centre – helpline@saferinternet.org.uk
- Childline – 0800 1111 www.childline.org.uk
- Ofsted – General enquiries : 0300 123 1231 / About Schools: 0300 123 4234 / Concerns : 0300 123 4666 / e-mail: enquiries@ofsted.gov.uk
- Radicalisation: HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) www.educateagainsthate.com
- UK Human Trafficking Centre (UKHTC):
Tel. 0844 778 2406; Fax: 08704965534 Email: UKHTC@nca.x.gsi.gov.uk
- UK boarder Agency - www.gov.uk/government/organisations/uk-visa-sand-immigration

Useful websites

- Staffordshire Safeguarding Children Board <http://www.staffsscb.org.uk>
- Stoke-on-Trent Safeguarding Children Board <http://www.safeguardingchildren.stoke-on-trent.gov.uk>
- Child Exploitation and Online Protection Centre (CEOP) – www.ceop.police.uk & www.knowaboutcse.co.uk
- NSPCC – 24 hour Child Protection Helpline 0808 800 5000
<https://www.nspcc.org.uk/>
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**
http://www.staffordshirewomensaid.org/contact_us/
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999.
www.unicef.org.uk

Important Information about DLNR and SWM CRCs:

Our new operating model, 'Our Plan to Change Lives', means some major changes for Derbyshire, Leicestershire, Nottinghamshire & Rutland (DLNR) and Staffordshire & West Midlands (SWM) Community Rehabilitation Companies (CRCs), which are part of the Reducing Reoffending Partnership.

Telephone	<p>We have a new central telephone number for service users, which replaces all previous numbers for local probation offices:</p> <p>0800 200 6565</p> <p>Service users who may have a block on 0800 numbers on the phone they are using (e.g. in prison) can call: 0121 273 4444</p> <p>We also have new dedicated telephone numbers for different groups to use. If you are:</p> <p>From the National Probation Service, call: 0121 273 4500 From a partner agency (e.g. HM Prison Service), call: 0121 273 5000 A Community Payback beneficiary or member of the public, call: 0121 273 5500</p> <p>We are open Monday, Wednesday and Friday from 9am to 5pm, and Tuesday and Thursday from 9am until 7pm.</p>
Email	<p>Please send all correspondence to our main email address (NB. this includes requests for PD1s/HDCs): customerservices@rrp.gse.gov.uk</p> <p>If you would prefer to email a member of staff directly please use the following format: firstname.lastname@rrp.gse.gov.uk</p> <p>Please note: Our new email system has been accredited by the Ministry of Justice (MoJ). The system is 'secure' and part of the 'GSI' family of email addresses, accredited to exchange information up to OFFICIAL-SENSITIVE. See https://www.gov.uk/government/publications/naming-and-registering-government-websites/central-government-naming-and-registering-websites for government guidance on the GSI family of email addresses.</p>
Office addresses	<p>As part of these changes, some of our offices will be moving to new addresses. Please see the attached document from page 3 onwards.</p>