

Child Protection & Safeguarding Policy 2017-18

Roseacre Primary Academy



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Ethos Statement

“The welfare of the child is paramount.” (1989 Children’s Act)

This policy reflects our Academy’s ethos, which promotes, recognises, celebrates and welcomes diversity, tolerance, respect and honesty. The policy ensures fairness and equality, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background. The policy abides by the Equality Act 2010, promotes fundamental British values and community cohesion.

Roseacre Primary Academy is fully committed to safeguarding and promoting the welfare of all its children. We recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

1. RATIONALE

Roseacre Primary Academy recognises that it has both statutory and pastoral responsibilities for the well-being of its children. In keeping with our ethos and values, the well-being and safety of children is of paramount importance and it is the responsibility of everyone who comes in to contact with children to be vigilant and report any incidents of child abuse, suspected, observed or reported, and any other safeguarding concerns. These responsibilities include having robust safeguarding and child protection procedures in place.

2. AIMS

The Academy aims to ensure that:

- Appropriate action is taken, in a timely manner, to safeguard and promote children’s welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.
- Ensuring that appropriate support is offered to any child who has been abused or harmed, or is at risk of such, and that this support reflects the child’s culture, language, religious beliefs and any disability/difficulty the child might experience.
- An effective curriculum is delivered; one that educates children in their basic rights and enables them to develop the skills they need to recognise and stay safe from abuse.

3. LEGISLATION & STATUTORY GUIDANCE

This policy is based on the Department for Education’s statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#).

We comply with this guidance and the procedures set out by both the Blackpool Safeguarding

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Children Board and the Pan Lancashire Consortium Procedures
<http://panlancashirescb.proceduresonline.com>.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of children at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy also complies with the Academy's Funding Agreement and Articles of Association.

4. DEFINITIONS

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that 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

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Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

5. EQUALITY STATEMENT

Some children have an increased risk of abuse and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have special educational needs or disabilities;
- are young carers;
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- have English as an additional language;
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation;
- are asylum seekers.

6. ROLES AND RESPONSIBILITIES

Responsibility for all Safeguarding and Child Protection matters, including safer recruitment, is delegated by the governors of Roseacre Primary Academy to the Academy's Designated Safeguarding Lead (DSL) to act on behalf of the Academy and ensure that Child Protection policies and procedures are compliant with Local Authority guidance and locally agreed inter-agency procedures.

Safeguarding and Child Protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the Academy, and is consistent with the procedures of Blackpool Children's Safeguarding Board. These policy and procedures also apply to extended school and off-site activities.

6.1 All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

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All staff will be aware of:

- Our systems, which support safeguarding, including the staff Code of Conduct and the role of the Designated Safeguarding Lead (DSL) and the Deputy DSL.
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL/DDSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.

Section 10 and appendix 6 of this policy outline in more detail how staff are supported to do this.

6.2 The Designated Safeguarding Lead (DSL) and Deputy DSL

Roseacre's DSL is Miss Walker (Inclusion Manager). The DSL takes lead responsibility for Child Protection and wider safeguarding and may delegate responsibility to the Deputy DSL, who is Mrs Carr.

During term time, the DSL and DDSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours, e.g. holidays and evenings, the DSL can be contacted, if necessary, through the Academy email system. When the DSL is absent, or delegates responsibility, the Deputy DSL, Mrs Carr will be the point of contact.

The DSL and DDSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

The DSL will keep the Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns, as appropriate.

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6.3 The Governing Board will approve this policy at each review, and hold the Headteacher to account for its implementation.

The Governing Board will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This governor got Child Protection, who has undertaken appropriate training, is Alana Frith, Chair of Governors.

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.

6.4 The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL and DDSL have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate Safeguarding and Child Protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

6.5 The Safeguarding and Inclusion Team meet weekly; the team comprises:

- Mrs Carroll (Headteacher and overview of Safeguarding & Child Protection)
- Miss Walker (DSL & Inclusion Manager)
- Mrs Carr (Pastoral & Safeguarding; Deputy DSL)
- Mrs Boden (Engagement Manager)
- Mrs Tattersall (Attendance Officer)
- Mr Hickey (Senior Deputy Headteacher; Behaviour)

Governing boards must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in the academy is effective and complies with the law at all times.

7. COMMUNICATING CONCERNS

CPOMS (Child Protection Online Management System) is the secure platform for all safeguarding communication, including Child Protection. All staff are trained to use CPOMS and identified senior staff are CPOMS key holders.

Any cause for concern (even when there is no need to refer the matter immediately) is logged on CPOMS.

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Every member of staff (including temporary and supply staff), volunteers and governors knows the name of the DSL and the DDSL and the responsibilities of their role.

Visitors to school are made aware of the Designated Safeguarding staff and any policies appropriate to their visit to school.

All staff and volunteers understand their responsibilities in being alert to the signs of abuse and understand their responsibility for referring any concerns using Academy procedures.

8. WORKING IN PARTNERSHIP WITH PARENTS, CARERS AND GUARDIANS

At Roseacre Primary Academy:

- We are committed to working with parents/carers and guardians positively, openly and honestly.
- We ensure that families are treated with respect, dignity and courtesy.
- We respect families' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so in order to protect a child.
- We share a purpose with families to educate and keep children safe from harm and to have their welfare promoted.
- Any referral made to social care is shared with parents beforehand, unless it is inappropriate to do so.

9. CONFIDENTIALITY

Information on child protection cases will only be shared within the school **with those who need it** in order to ensure the safety of the children concerned. We recognise that we share a joint responsibility, with other agencies, to share information to ensure that all children are safeguarded.

We share information:

- To ensure the fullest possible picture of the child's circumstances.
- To enable practitioners to assess the needs of the child properly.
- To co-ordinate and improve service provision to the child and family.
- To protect other adults and children.

All records of child protection concerns and referrals are stored on CPOMS. Only key holders can access confidential records. Hard copy files are stored, under lock and key, and only available to the DSL and DDSL.

10. RECOGNISING SIGNS OF ABUSE AND TAKING ACTION

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Staff should be aware that they should:

NOT ask leading questions

NOT promise to keep the matter secret

NOT attempt to investigate a situation themselves.

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10.1 If a child is in immediate danger

They should, in the first instance and if appropriate to the situation, report this to the DSL or Deputy DSL.

If a member of staff is seriously concerned about a child's immediate safety, ***time is of the essence***. A referral should be made to children's social care immediately. Anybody can make a referral; however, the DSL and the Deputy DSL are best placed to do this. The DSL and Deputy DSL should be alerted to any referral made, at the earliest opportunity. The concerns should, time permitting, be entered onto CPOMS under the category 'Child Protection Urgent'.

Concerns should always lead to help for the child at some point. (Keeping Children Safe in Education, July 2015 Page 7, Paragraph 18).

Where the Academy believes a referral to be a matter of Child Protection, but staff in Children's Duty Team/ Social Care are not of the same opinion, the Designated Person for Safeguarding should follow the procedures in the 'Pan Lancashire Policies & Procedures for Safeguarding Children Manual'

The following link outlines how to report abuse to the council:

<https://www.gov.uk/report-child-abuse-to-local-council>

10.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to a member of staff, the following should be followed:

- Listen to and believe them.
- Allow children time to talk freely and do not ask leading questions.
- Stay calm and do not exhibit shock or upset.
- Reassure the child that they have done the right thing (do not tell them they should have told you sooner).
- Explain what will happen next and that you will have to pass this information on; do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not include your judgement or opinion.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so.

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10.3 If you discover that Female Genital Mutilation (FGM) has taken place or that a pupil is at risk of FGM

The practice of FGM (short for Female Genital Mutilation) was banned in the UK in 1985. The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". The procedure, which has absolutely no medical benefit, is carried out using crude devices and no anaesthetic by someone who is not medically qualified. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Parents' motives for carrying out FGM are born out of centuries of tradition and culture. Most believe that they are helping their daughters to be cleansed and may not realise that what they are doing is harmful and illegal.

There is a lot of secrecy around the procedure and, for obvious reasons, it isn't always easy to detect. It is vital that adults working in school know the possible signs and be confident in what actions to take should they suspect.

A girl at immediate risk of FGM may not know what's going to happen. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest she may be at risk, are:

- a long holiday abroad or going 'home' to visit family;
- relative visiting from abroad;
- a special occasion or ceremony to 'become a woman' or 'get ready for marriage';
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

A female who has been subjected to female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting;
- spend longer in the bathroom or toilet;
- appear withdrawn, anxious or depressed;
- lack motivation, which may cause academic work to suffer;
- have unusual behaviour after an absence from school;
- be particularly reluctant to undergo normal medical examinations;
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

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FGM Reporting Requirements

A new mandatory [reporting duty](#) for FGM is being introduced as part of the Serious Crime Act 2015, which will require health professionals, social workers and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police.

Any teacher in England and Wales, who discovers that an act of FGM has been carried out on a **pupil under 18**, must immediately report this to the police personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine children.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL or Deputy DSL and follow local safeguarding procedures.

Any member of staff who suspects a pupil is *at risk* of FGM, must speak to the DSL/DDSL and follow local safeguarding procedures.

10.4 If you have concerns about a child (as opposed to a child being in immediate danger)

All concerns must be entered onto CPOMS, under the most appropriate category. Ensure that the DSL and DDSL are copied into any incident report and, where appropriate, follow this up with a conversation with the DSL/DDSL.

However suspicions arise, whether through disclosures children make, or as a result of observations, the member of staff concerned **must always**:

- Complete a factual CPOMS referral via the CPOMS system.
- In addition, and if the member of staff has immediate concerns for the child (see above), the DSL or Deputy DSL should be informed in person.
- If a written record has been kept of what was said or seen, it must be signed, dated and must include the time of writing.

Please note: Any written or electronic records may be used as evidence in court. Staff must, therefore, be aware of the need to distinguish fact from opinion.

10.5 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL/DDSL first to agree a course of action. The concern must be entered onto CPOMS under the category 'Extremism'.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

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The Department for Education also has a dedicated telephone helpline, 020 7340 7264 that school staff and governors can call to raise concerns about extremism with respect to a pupil. Staff can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist-related.

10.6 Concerns about a staff member or volunteer

Concerns about a member of staff or volunteer should be relayed to the Headteacher. Concerns about the Headteacher should be relayed to the chair of governors.

The Local Authority's Allegations Manager (formerly LADO) will be informed of any allegations against a member of staff.

10.7 Allegations of abuse made against other children (Peer on Peer Abuse)

Children are capable of abusing their peers and abuse will never be tolerated or passed off as "banter" or "part of growing up". Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by the abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence, sexual assaults, sexting, relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Most cases of children hurting other children will be dealt with under the Academy Behaviour Policy. This Child Protection and Safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious and potentially a criminal offence.
- Could put Roseacre children at risk.
- Is violent.
- Involves children being forced to use drugs or alcohol.
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

Guidance on responding to and managing sexting incidents can be found at:

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

In order to minimise the risk of peer on peer abuse the academy will:

- Provide a developmentally appropriate PSHE and E-Safety curriculum that develops children's understanding of acceptable behaviour and keeping themselves safe.

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If a pupil makes an allegation of abuse against another pupil:

- The DSL/DDSL must be informed, discussed with the Headteacher and the allegation recorded (but not investigated).
- The DSL/DDSL will contact the Local Authority Children's Social Care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL/DDSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.
- The DSL/DDSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

We minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour.
- Being vigilant to issues that particularly affect different genders and cultures, for example, sexualised or aggressive touching or grabbing towards female children, and initiation or 'hazing' type violence with respect to boys.
- Ensuring that our curriculum helps to educate children about appropriate behaviour and consent.
- Have systems in place for any child to raise concerns confidentially with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments, policies and practices.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Notifying parents

Where appropriate, any concerns about a child will be discussed with the child's parents. The DSL/DDSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL/DDSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

11. MOBILE PHONES AND CAMERAS

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to when children are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with children.

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Staff will not take pictures or recordings of children on their personal phones or cameras.

We will follow the Data Protection Act 1998 (to be updated in 2018) when taking and storing photos and recordings for use in the school.

12. COMPLAINTS AND ALLEGATIONS ABOUT ACADEMY SAFEGUARDING PRACTICES

To reduce the risk of allegations, all staff should be aware of safer working practice handbook:

Guidance for safer working practice for those working with children and young people in education settings (September 2015), which is available at http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

12.1 Complaints against staff/Allegations of Abuse

*“If the allegations relate to the abuse of children, the Headteacher will seek the advice of the Local Authority Designated Officer (LADO). Serious allegations of this nature **must** be referred under Child Protection Procedures and be managed in accordance with the Academy’s ‘Allegations of Abuse against Staff’ policy.”* (Extract from the Complaints Procedure).

Any allegation made against a member of staff or volunteer at Roseacre Primary Academy will be taken very seriously and will be referred **immediately** by the Head Teacher, or a member of the Senior Management Team, to the Local Authority Allegations Manager (LAAM)

Following the initial facts being established, the academy will liaise with the LAAM and the person making the allegation, to determine whether the allegation should be investigated internally by the academy or dealt with by the police.

Where an allegation is made against the Head Teacher, the DSL/DDSL will inform the Chair of the Governing Body, as well as the LAAM. The LAAM will liaise with Social Care and the Police to determine if the allegation should be investigated internally by the academy or dealt with by Social Care/Police. When agreed, an Initial Strategy Discussion should take place at the earliest opportunity, but within at most five working days of the referral.

All actions following an allegation will be undertaken in line with the **“Policy and Procedure: Allegations of Abuse against Staff”**, which can be found as part of the ‘Safeguarding Suite of Policies’ on the shared drive and on the Academy website.

12.2 Other complaints

“Academies have a duty to safeguard and promote the welfare of their children under section 175 of the Education Act 2002. This includes making referrals to the appropriate organisation, usually

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Local Authority Children's Social Care Services if they have a concern about the welfare of a child. It is not for the academy to investigate or make a judgment about possible abuse or neglect, but they must refer any concerns they may have to the appropriate organisation. As such, complaints about safeguarding referrals made in accordance with a statutory duty cannot be considered under this [the complaints] procedure." (Extract from the Complaints Procedure)

12.3 Whistle-blowing

The Academy has an internal procedure for employees and volunteers. Ofsted may be contacted by email (whistleblowing@ofsted.gov.uk), by telephone (0300 123 3155) or in writing (WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester. M1 2WD).

13. RECORD-KEEPING

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded. Any safeguarding concern should be recorded on CPOMS as soon as is practicable.

If you are in any doubt about how to record something, discuss it with the DSL/DDSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

14. TRAINING

14.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

14.2 The DSL and DDSL

The DSL and DDSL will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

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14.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

14.4 Recruitment

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

All recruitment is undertaken in line with the Safer Recruitment Policy, which can be found as part of the 'Safeguarding Suite of Policies' on the shared drive and on the Academy website.

14.5 Staff who have contact with children and families

All staff who have contact with children and families, will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

15. MONITORING ARRANGEMENTS

This policy will be reviewed **annually** by the Senior Management Team and approved by the full governing board.

16 TRANSFER OF RECORDS

When a child who is subject to a Child Protection Plan leaves Roseacre Primary Academy, a member of the Inclusion & Safeguarding Team will inform the relevant social worker and send the child protection records to the receiving school **immediately**. If the name of the receiving school is not known, the team will notify the child's social worker as a matter of urgency, as soon as the child leaves or appears to be missing. In these circumstances, the child protection records will remain at Roseacre Primary Academy until the child is known to have registered elsewhere.

When a child joins Roseacre Primary Academy and records from the previous school indicate that he/she is subject to a Child Protection Plan, contact will be made with Social Care. Where no child protection records have been received from the previous school, a member of the Inclusion & Safeguarding Team will contact the Co-ordinator at that school to request the records be sent **immediately**. This request will be confirmed in writing and repeated if necessary. If they remain unavailable, the school will inform Social Services.

17. PREVENT DUTY

On 1st July 2015, the Prevent Duty (section 26) of the Counter-Terrorism and Security Act 2015, came into force. This duty places the responsibility on local authorities and schools to have due regard for the need to prevent people from being drawn into terrorism. Roseacre Primary Academy will ensure that the statutory Prevent Duty Guidance for England and Wales (revised 16th July 2015)

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is followed, and that due regard is given to The Prevent Duty (June 2015), when establishing procedures.

We will:

- Comply with statutory guidance.
- Have a 'Lockdown Procedure' in place.
- Ensure that staff are trained and are aware of the risks.
- Ensure that children are safe from terrorist and extremist material when accessing the internet in school by establishing appropriate levels of filtering.
- Work in partnership with the BSCB to demonstrate compliance with policies, procedures and statutory guidance.

Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.

In complying with the duty all specified authorities, as a starting point, should demonstrate an awareness and understanding of the risk of radicalisation in their area and accept that no environment is risk-free.

18. OFSTED INSPECTIONS

Roseacre Primary Academy is aware of its responsibilities within the Ofsted framework of inspections. All staff and governors understand the importance of safeguarding and its link with the overall effectiveness of the school, the clear link to the inspection framework and the limiting judgement that can be given in regard to safeguarding.

19. LINKS WITH OTHER POLICIES

See Appendix 1 (Safeguarding Suite & Related Policies)

20. SUCCESS CRITERIA

The success of these procedures is that children on roll at Roseacre Primary Academy are safe and free from harm. If they are considered to be at risk of, or to have suffered abuse or neglect, that the academy has taken the steps described, to minimise the risk or protect them from further harm.

The adequacy of these procedures will be reviewed annually and the procedures formally adopted by the Governing Body.

21. MONITORING

In order to monitor the effective Safeguarding of the children of Roseacre Primary Academy, the Governing Body requires the Headteacher to submit a termly report on child protection issues within the school. This report will **not** reveal details of any individual children or families.


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In all its work to safeguard children, Roseacre Primary Academy will work in partnership other agencies and with parents.

Staff, Governors and volunteers will be asked to sign to verify they have received a copy of the current Safeguarding & Child Protection Policy.

A master copy of this policy will be held by the Headteacher and will form part of the 'Safeguarding Suite of Policies'. An electronic copy will be kept on the shared drive. Parents and carers will be informed of the policy on the newsletter and on the academy web site.

Signed  (Headteacher) Date:

Signed (DSL) Date:

Signed (Deputy DSL) Date:

Signed (Child Protection Governor) Date:

The reviewed and updated Child Protection Policy was adopted by the governing body at the governing body meeting on 25th November 2016.

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APPENDIX 1 SAFEGUARDING SUITE & RELATED POLICIES

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. In particular this policy should be read in conjunction with the following policies and procedures:

This policy should be read in conjunction with the policies in the “Safeguarding Suite of Policies”:

- Anti-Bullying
- Allegations against Staff
- Attendance
- Behaviour Management
- Child Protection
- Children Missing During the School Day
- Collection of Children Procedures
- Complaints Procedure
- Elective Home Education
- E-Safety, Acceptable Use & Social Media
- First Aid
- Health & Safety
- Inclusion
- Medical Needs & Administration of Medicine
- Positive Handling
- Prevent Lockdown Procedures
- Safer Recruitment
- SEND
- Whistleblowing

Useful web links:

www.gov.uk/government/publications/preventing-extremism-in-schools-and-childrens-services/preventing-extremism-in-the-education-and-childrens-services-sectors

<https://www.gov.uk/government/news/hundreds-of-schools-sign-up-for-first-ever-national-safety-tool>

<https://www.gov.uk/government/news/impact-of-smartphones-on-behaviour-in-lessons-to-be-reviewed>

Useful documents:

- The Prevent Duty (June 2015)
- Revised Prevent Duty Guidance for England & Wales (16th July 2015)
- Working Together to Safeguard Children (March 2015)
- Keeping Children Safe in Education (July 2015)

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APPENDIX 2 KEEPING CHILDREN SAFE IN EDUCATION (DfE 2016)

Part One: Information for all school and college staff

Annex A: Further information

The statutory guidance '**Keeping Children Safe in Education**', which is available online, commences on 5th September 2016. The DfE have confirmed that this guidance will be updated annually thereafter.

Updates to the guidance include the definition of Child Sexual Exploitation and also regulations relating to Children Missing from Education.

It is **essential** that **all** staff have access to this online document and read **Part 1** and **Annex A**, which provides further information on:

- Children missing from education
- Child Sexual Exploitation (CSE)
- 'Honour based' violence
- Female Genital Mutilation (FGM) mandatory reporting duty
- Forced marriage
- Preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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APPENDIX 3 SAFEGUARDING INFORMATION FOR ROSEACRE CHILDREN

At Roseacre, we believe that you have the right to:

- be listened to and the right to be heard.
- **feel** safe, to **be** safe and to be protected from harm.
- achieve your full potential regardless of your ethnicity, religion, gender, orientation, ability, or disability.

We strive to ensure you have the ability to:

- Be as physically and mentally healthy as possible.
- Live in a safe environment and be protected from harm.
- Experience emotional well-being.
- Feel loved and valued; supported by affectionate relationships.
- Become competent at looking after yourself.
- Have a positive self-image and a secure identity, including cultural and racial identity.
- Develop good interpersonal skills and confidence in social situations.

We want you to know that:

- We will always take what you tell us seriously.
- We cannot agree to keep anything that you tell us secret, but we will only share information with the people that we need to, in order to ensure that you and others are kept safe from harm.

If you are concerned about your safety, you can talk to one of the school's Safeguarding Team, or a member of staff with whom you feel able to talk.

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APPENDIX 4: ROSEACRE'S SAFEGUARDING TEAM

Have you ever thought to yourself:

What should I do if I don't feel safe in school?

Who do I speak to if something is worrying me?

Someone's behaviour makes me feel afraid.

I feel uncomfortable about something that has happened.

If you have, please speak to one of **ROSEACRE'S SAFEGUARDING TEAM**



Mrs Carroll – Headteacher



Mr Hickey – Senior Deputy Headteacher



Miss Walker – Inclusion Manager



Mrs Boden – Engagement Manager



Mrs Carr – Safeguarding & Pastoral, including anti-bullying



Mrs Tattersall – Attendance & ViP

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APPENDIX 5 HELPFUL WEBSITES

<https://www.kidscape.org.uk/>

www.saferinternet.org.uk

<http://www.lgfl.net/esafety/Pages/safeguarding.aspx>

<http://www.preventforschools.org/>

<http://www.vodafone.com/content/parents/advice.html.html>

<http://www.ltai.info/about/>

<https://www.rip.org.uk/>

<http://www.mesmac.co.uk/projects/blast/for-professionals/resources>

<https://fgmelearning.co.uk/>

http://course.ncalt.com/Channel_General_Awareness/01/index.html

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

<https://hscvooc.vctms.co.uk/selfregistration.aspx?version=12206>

<http://www.childnet.com/resources/pshetoolkit>

<https://www.net-aware.org.uk/>

<https://www.minded.org.uk/>

<http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid/Fast-first-aid-tips#>

<https://keepthemsafe.safeguardingchildren.co.uk/>

<https://www.elearning.prevent.homeoffice.gov.uk/>

http://www.parentsprotect.co.uk/resources.htm?mc_cid=633b69242f&mc_eid=05316c6a7b

<http://www.vodafone.com/content/digital-parenting/tools/parental-controls.html>

<http://paceuk.info/>

<http://www.itsnotokay.co.uk/>

<http://nationalfgmcentre.org.uk/home/teachers/>

<https://www.internetmatters.org/>

APPENDIX 6: Flowchart

**APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)
Flowchart**

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP) .

Question behaviours

- Talk and listen to the views of children, be non-judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

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APPENDIX 8: CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

Additional barriers can exist when recognising abuse and neglect in this group of children and awareness of this should be raised with staff and is included in weekly safeguarding meeting.

The barriers can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment, without further exploration;
- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- ❖ Communication barriers and difficulties
- ❖ Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/participation
- ❖ Isolation

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APPENDIX 7: DECLARATION FOR STAFF

I, _____ have read, and am familiar with, the contents of the following documents; I understand my role and responsibilities as set out in these documents:

1. The Academy's Child Protection Policy
2. **Part 1 and Annex A** of **Keeping Children Safe in Education** (DfE Guidance, 2016)

I have a CPOMS login and am familiar with the process of adding an incident. I understand that any and all concerns should be logged on CPOMS and, in addition, that any serious Child Protection concerns should be discussed with one of the Designated Senior People.

I accept that it is my responsibility to:

- Keep children safe at Roseacre.
- Report any concerns I may have.
- Adhere to safer working practices in order to keep myself safe.

I am aware that the Designated Safeguarding Lead is _____;
The Deputy Designated Safeguarding Lead is _____;
The Governor with responsibility for Child Protection is _____.

I am familiar with the members of Roseacre's Safeguarding Team, and their respective roles within the team, and understand that I can discuss any concerns that I may have with them, in line with their role.

I understand that further guidance, together with copies of the policies mentioned in this policy, are available on the shared drive, on the academy website and through the direct websites.

Signed:

Date:

Please return this form to the Headteacher. The signed declaration will be kept on your personal file.