

**Polish Saturday School in Northampton**  
**Policy for Safeguarding and Child Protection**

**Name of school:-** Polish Saturday School in Northampton

**This policy is reviewed annually by the governing body, and was last reviewed :-**

Updated September 2018

**Next review date:**

September 2019

**Signature .....** (Chair of Governors)

**Print Name .....Date:.....**

**Signature .....** (Headteacher)

**Print Name .....****Date:.....**

**Signature ..... (Designated Safeguarding Lead)**

**Print Name .....****Date:.....**

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## **Appendices**

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Appendix

### **Named staff and initial contacts**

Designated Safeguarding Lead including LAC: Magdalena Karuś

Deputy Designated Safeguarding Leads: Dominika Jaśkiewicz

### **Safeguarding Referrals must be made in one of the following ways:**

- By telephone contact to the Multi-Agency Safeguarding Hub: **0300 126 1000**;
- By e-mail to: [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk);
- By using the online referral form found at <http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>
- In an emergency outside office hours, by contacting the Emergency Duty Team or the Police.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**
- For referrals regarding adults in education:  
Local Authority Designated Officers: 01604 367677  
[LADOReferral@northamptonshire.gcsx.gov.uk](mailto:LADOReferral@northamptonshire.gcsx.gov.uk)

## 1 Introduction

Safeguarding and promoting the welfare of children is defined as 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; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education DfE, September 2016).

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (Keeping Children Safe in Education DfE, September 2016)

1.1 Polish Saturday School in Northampton fully recognises the contribution it can make to protect children and support pupils in school. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

PSS is clear that safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or at risk of being harmed.

This policy has been written in collaboration with all staff. Comments have been discussed and where agreed added to the original policy. Staff training ensures that all staff members are fully informed and understand how the policy is transferred into practice.

### 1.2 This policy is consistent with:

□ The Children Act 1989

- Education Act 2002 (Section 175/157)

The Children Act 2004 (Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children). □ Working Together to Safeguard Children (DfE 2015)

- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Section 175 of the Education Act 2002
- Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges” – September 16
- The Northamptonshire Local Safeguarding Children Board (LSCBN) Procedures
- Guidance for Safer Working Practice 2015
- Keeping Children Safe in Education 2018

1.3 There are four main elements to our Safeguarding and Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors, volunteers and visitors to the school. We recognise that child protection is the responsibility of **all** staff. We ensure that all parents and other working partners are aware of our Safeguarding and Child Protection policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in our reception area and by raising awareness at meetings with parents.

## 2 Safeguarding Commitment

2.1 The school adapts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children’s fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

The school is further aware that children experiencing Domestic Violence, living with adults with mental health issues or adults misusing substances or alcohol, will be at risk.

### 2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

- Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help. This also includes peer-on peer abuse.
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

### **2.3 Safeguarding in the Curriculum**

The following areas are among those addressed in PSHE and in the wider curriculum in a manner appropriate to the age of our children, safeguarding is also taught through Jigsaw, SRE, SMSC, British Values, E safety and Assemblies.

**The following is a list of issues which may be addressed throughout the wider curriculum:**

Bullying/Cyberbullying  
 Domestic violence / Relationships  
 Drug, alcohol and substance abuse  
 E Safety / Internet Safety  
 Fire and Water Safety  
 Protective Behaviours  
 Road Safety  
 Sexual Exploitation of Children (CSE)  
 Sexting  
 Stranger Awareness  
 Peer on Peer abuse  
 Other safeguarding issues as relevant.

### **Extended School Activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

### 3 Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance: □

#### Behaviour Management

- Racist Incidents
- Whistle Blowing (Helpline: 0800 0280285)
- Prevent
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidance - "Use of Reasonable Force" and "Screening, Searching and Confiscation")
- Special Educational Needs
- Touch
- Safer Working Practice
- Adult conduct
- Trips and Visits
- First Aid and the Administration of Medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- E-safety
- Extended school activities
- Managing Allegations against Staff

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

### 4 Roles and Responsibilities

4.1 All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school. The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

#### 4.2 Governing Body

Safer Recruitment: All school governors need an Enhanced DBS Check (without barred list, unless they are additionally in regulated activity). In accordance with the Statutory Guidance *"Keeping Children Safe in Education"* – September 16, the Governing Body will ensure that:



- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly and reviewed annually;
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training. □ There are clear procedures for dealing with allegations of abuse against members of staff and volunteers; prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection and LAC (the "Designated Safeguarding Lead") and that there is always cover for this role during term time and throughout the holidays.
- The Designated Safeguarding Lead undertakes local training (in addition to basic child protection training) and this is refreshed every two years; □ The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is updated annually; and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (previously LADO);
- Ensure procedures are in place to handle allegations against members of staff and volunteers and against other children;
- Effective policies and procedures are in place and updated annually including a behaviour policy/"code of conduct" for staff and volunteers.
- Information is provided to the Local Authority (on behalf of the LSCBN) through the Annual Section 11 Safeguarding Return;
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- Safeguarding is included in induction procedures. This includes, safeguarding policy, code of conduct and safeguarding training.
- The Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education – September 2016 – Information for all School and College Staff" and the "Staff Code of Conduct" will be used as part of the staff induction;
- The school contributes to inter-agency working in line with statutory guidance *"Working Together to Safeguard Children" 2015* and *Northamptonshire County Council's "Thresholds and Pathways Document"* including providing a co-ordinated offer of Early Help for children and families who require this.
- Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board for Northamptonshire (LSCBN).
- Governors must audit the Single Central Record termly.
- Ensuring that children are taught about safeguarding in an age appropriate way
- Ensuring that the role of the DSL is explicit in the role-holder's job description (see Annex B Keeping Children Safer In Education September 2016, which describes the broad areas of responsibility and activities related to the role)
- Ensuring that children are taught about safeguarding in an age appropriate way including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic

education (PSHE), tutorials (in FE colleges) and/or, for maintained schools and colleges, through sex and relationship education (SRE). (See paragraphs 67 to 69 of Keeping Children Safer in Education 2016)

#### 4.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Ensures school provides a co-ordinated offer of Early Help when additional needs of children are identified and contributes to inter agency plans;
- Ensures school provides a co-ordinated response to “Children who go Missing from Education”
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer (LADO);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner
- Ensure the curriculum covers the teaching of Safeguarding including “Online”
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care Services or the Police.

#### 4.4 Designated Safeguarding Lead (Appendix 7)

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated. (Annex B; Paragraph 2 Keeping Children Safe in Education 2016.)

The responsibilities of the Designated Safeguarding Lead are found in *Appendix 7 of this policy and have been taken directly from “Keeping Children Safe in Education” 2016* and include:

- Managing referrals to MASH, the Police and to the Channel programme
- Training- all staff receive at least annual updates and DSLs attend a refresher course every two years
- Raise awareness. For example, sharing policies, ensuring KCSIE’16 is read, share NSCB e-newsletters, share safeguarding tips on school newsletters, ensure e-learning training modules are completed and findings are shared, Serious Case Reviews are shared with staff. And a response is made to the report.
- Liaise with the Head Teacher to inform him/her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Work with others to act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Share information with appropriate staff in relation to a child’s looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.
- When children leave our school, ensure that the correct information is passed onto the DSL of the child's new school.
- Maintaining, monitoring and reviewing child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints
- 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.
- Ensure that all staff:
  - understand what 'early help' is
  - understand what this looks like in their school
  - understand how to identify children in need of 'early help'
  - understand the difference between a 'concern' and 'immediate danger or at risk of harm'
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Be able to keep detailed, accurate, secure written records of concerns and referrals □ Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## Training

The Designated Safeguarding Lead should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be more regularly refreshed, for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments.

The DSL must arrange regular training updates using the LSCB E-Learning courses.

Serious Case Reviews and their outcomes must be used in training to improve staff safeguarding awareness and procedures.

## 4.5 All Staff

### **All staff and governors sign a confidentiality statement at the beginning of every school year**

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interest** of the child.

All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will ensure that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.

Temporary staff and volunteers will be made aware of the safeguarding policies, Code of Conduct and procedures by the Deputy Head teacher.

#### **The role of school staff:**

- School and staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- All school and college staff have a responsibility to provide a safe environment in which children can learn.
- All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. □ Staff may be required to support social workers and other agencies following any referral.
- The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of staff induction

## **5 School Procedures (Appendix 3 and 6)**

### **A child centred and coordinated approach to safeguarding:**

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Staff need to be aware of the difference between children in immediate danger or significant harm compared to minor concerns. **If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and / or the police immediately.**

### **If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:**

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child. □ Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify

- Not criticise an alleged perpetrator
- Explain what has to be done next and who has to be told □ Make a written record

The member of staff must record information regarding the concerns on the same day. The record must be a clear, precise, factual account of the observations. If in doubt about recording requirements, staff should discuss concerns with the Designated Safeguarding Lead Person.

The DSL will then record all discussions and decisions made, and the reasons for those decision. All records will automatically and instantly be sent to the DSL and Deputies.

### **What do I do if I have minor “niggles” about a child or family?**

You must complete a form. These are used for monitoring and for building up a picture.

### **Multi-Agency Safeguarding Hub (M.A.S.H)**

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's Social Care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire Police, Northamptonshire Health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

Whilst it is the DSLs role to make referrals, **any staff member** can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 **the teacher must report** this to the police after informing the Designated Safeguarding Lead Person. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2016): Annex A for further details.

**Multi-Agency Safeguarding Hub: 0300 126 1000**

## **6 Types of abuse**

***All school and college staff should be 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.***

**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 by 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 needs.

**Possible indicators of abuse:**

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



## 7 EHA (Early Help Assessment)

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services if the child's situation does not appear to be improving.

### Early Help Links:

Follow this link: [www.northamptonshirescb.org.uk/social-care/early-help/](http://www.northamptonshirescb.org.uk/social-care/early-help/) to access Northamptonshire's information and support for professionals regarding Early Help.

Early Help Co-ordinator: [www.northamptonshire.gov.uk/earlyhelp](http://www.northamptonshire.gov.uk/earlyhelp)

The Early Help Strategy: [www.northamptonshirescb.org.uk/social-care/early-help/early-help-strategy/](http://www.northamptonshirescb.org.uk/social-care/early-help/early-help-strategy/)

Staff and volunteers working within the school should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.

- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.

School and college staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

## **8 Whistle Blowing (Appendix 4)**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice, and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

- If staff members have concerns about another staff member, then this should be referred to the headteacher.
- Where there are concerns about the headteacher, this should be referred to the chair of governors and Local Authority Designated Officers (01604 367677).
- Where a staff member feels unable to raise an issue with their employer, the NSPCC whistleblowing helpline is available. Staff can call 0800 028 0285. The line is available from 8:00 AM to 8:00 PM, Monday to Friday.

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates she/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

## **Guidance for Safer Working Practice 2015**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the Safer Working Practices and Code of Conduct for Adults.

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).

## **9 Records, Monitoring and Transfer**

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) Regulations 2005 Act (England).



St. James School use an electronic form of record keeping, using MyConcern. All staff members are to have their own log in details which are linked to a school email.

Staff members have different levels of access to the system depending on their level of safeguarding training.

9.1 Well-kept records are essential to good child protection practice. All staff must be clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to, other agencies.

9.2 Safeguarding records are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere.

9.3 Child protection records are stored electronically, with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Headteacher.

9.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

9.5 When children transfer school, electronic copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records these will be transferred by the DSL directly to a DSL to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named DSL by registered post, with a receipt request. Original documents should be kept (until a child has reached 25 or 75 if the child is a looked after child). Files requested by other agencies e.g. Police, should be copied and shared as appropriate.

9.6 If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead Person at the receiving school, in a secure manner, and separate from the child's academic file.

## **10 Support for Pupils, Parents/Carers and School staff**

### **10.1 Support for pupils**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

## 10.2 Support for pupils with SEND

Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers
- Concerns should not be ignored or contributed to illness, medication, attention seeking or self inflicted behaviour.
- 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.

### Directory Of Services for Children With Disabilities:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/special-educational-needs-disabilitysupport/Pages/SpecialistSupportService.aspx>

### Northamptonshire's Local Offer:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/special-educational-needs-disability-support/localoffer/Pages/default.aspx>

## 10.3 Support for Looked After Children and previously looked after children

The most common reason for children becoming Looked After is as a result of abuse and or neglect. Governing Bodies should ensure that staff have the skills knowledge and understanding necessary to keep LAC safe.

The DSL should liaise closely with Virtual Schools and ensure that appropriate funding and a Personal Education Plan is in place and clearly monitored. It is important to remember that even though a child may have been removed from the family home, the parents will still hold parental responsibility until adoption and the final court hearing. The school must therefore ensure that all correspondence, newsletters, school reports, invites to events, Class Dojo etc must still be shared with the parents. The school office will have the email addresses of these parents and will be electronically sent letters.

Previously looked after children remain vulnerable '...all staff should keep them safe..it is important that all agencies work together to safeguard these children'. Keeping children safe in education 2018

'DSL's will have responsibility for promoting the educational achievements of children-adopted, special guardianship, child arrangement orders. Adopted from state care outside England and Wales.' Keeping children safe in education 2018

#### 10.4 **Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead will seek to arrange the necessary support.

It is crucial that all staff members maintain a professional distance when dealing with safeguarding concerns.

#### 10.5 **Working with Parents/Carers**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website;
- Undertake appropriate discussion with parents/carers prior to involvement of CYPS Specialist Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.
- When a family has needs that require co-operation between agencies we use a standard process to identify these needs and work out the best response, usually through an "Early Help Assessment". A booklet is available for parents and should be given to help them understand the process prior to the assessment commencing.
- Ensure that the parents of LAC are given copies of all school correspondence.
- Ensure that parents are informed about safeguarding changes and updates through class newsletters.

#### **Informing parents about MASH referrals**

Parents/carers should be informed prior to MASH referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material.

The school may also consider not informing parent(s) where it would place a member of staff at risk.

#### **Disguised Compliance**

What is 'disguised compliance'? 'Disguised compliance' involves a parent or carer giving the appearance of co-operating with child welfare agencies to avoid raising suspicions, to allay professional concerns and ultimately to diffuse professional intervention.

- Indicators of disguised compliance can include: a lack of measurable progress at reviews, despite apparent effort and co-operation from parents; parental agreement to change but not completing agreed actions to achieve it; change occurring due to the efforts of other agencies rather than the parents; inconsistency in the areas where change is achieved with parents opting to work with some professionals and not others or on some actions and not others; children's views differing significantly from that of the parents.

- Look out for missed appointments; exaggerated co-operation and compliance; attempts to minimise professionals' concerns or denial of the impact of the lived experience of the child; aggressive or threatening behaviour when challenged; unjustified claims of progress being made or actions carried out and a refusal to discuss key issues whilst focussing on others that have less or no impact for the child.
- Some parents may be resistant to the involvement of professionals, rather than resistant to change in itself, particularly where they feel professionals are excising power over them instead of working with them in a supportive manner. Consider the professional relationship with parents and ensure parents feel respected and avoid judgmental language or assertions about their behaviours or motivation.

Where the family refuses to consent or engage, contact the Early Help Support Service who can offer advice and guidance. They can be contacted on **0300 126 1000**, select Option 1 and then Option 2.

## **11 Recruitment and Selection of Staff (Appendix 8)**

11.1 The school's safer recruitment processes are based on the Statutory Guidance: *"Keeping Children Safe in Education"* – September 16. Please see "Part 3 Safer Recruitment"

The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

11.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Northamptonshire County Council Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education 2016 – Information for all school and college staff" and the "Staff Code of Conduct" are given to all staff and are the basis for the safeguarding induction.

11.3 All appropriate checks will be completed prior to appointment in line with page 25 of the Keeping Children Safe document.

11.4 On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending another appropriate local or national accredited training course.

## **12 Confidentiality**

### **All staff and governors sign a confidentiality statement at the beginning of every school year**

Our school recognises the importance of information sharing and follows statutory guidance as set out in "Information Sharing" - Advice for practitioners providing safeguarding services to children, young people, parents and carers – March 2015.

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the Police).

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

### **13 Staff Relationships with Pupils**

As previously stated staff will be made aware of their **Position of Trust** and will adhere to regulations relating to the sexual offences act 2003. This trust extends to the use of social media.

### **14 Communication on Social Media**

We will comply with the Home Office and DFE guidance on use of social media and online activity by extremists to radicalise and recruit young people, July 2015. We will take advice and use existing NCC safeguarding and child protection procedures to refer if we have a concern. We will make use of the national helpline 0207 3407264

### **15 Children Missing in Education**

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. (Keeping Children Safer in Education 2016)

The DfE have published guidance on Children Missing from Education September 2016: <https://www.gov.uk/government/publications/childrenmissing-education>

### **16 Other forms of abuse (Appendix 2)**

#### **Female Genital Mutilation**

From October 2015 there is a statutory duty to report to the Police any act of FGM on a girl who is under 18 years of age.

Female Genital Mutilation is illegal in the UK regardless of the age of the female and is a clear and severe form of child abuse and violence against girls and women. It happens to girls in the UK as well as overseas.

As with all Safeguarding we have a duty to intervene in and report all types of maltreatment of girls and women who may be at risk of FGM or have been affected by it. A direct report to the Police should be made by anyone who has reason to believe a girl has been subject to FGM.

All staff must have an awareness and knowledge of the signs and symptoms of FGM. The whole staff are trained during the annual Safeguarding Training and new staff are trained as part of their induction.

Whilst recognising that due to the age of our children it may well be the elder siblings of our pupils who will be at greater risk, we should also be aware that FGM can happen at any time in a girl's life including new born babies. We must be alert to anything the children say regarding special ceremonies or extended holidays.

Factors which may put a girl or woman at risk:

- The country of origin of the family
- A lack of integration into British society
- A child born to a mother who has undergone FGM
- Other children in the family have undergone FGM
- Girls withdrawn from PSHE

Possible signs or symptoms:

- Families making preparations for the girl to take an extended holiday, including vaccinations
- A girl talking about a special procedure of ceremony that is going to take place
- Prolonged absence from school with noticeable behaviour change on the return □ Possible bladder or menstrual problems
- Girls finding it difficult to sit still, looking uncomfortable, complaining about pain between their legs, or talking of something somebody did to them that they are not allowed to talk about.

**Preventing Radicalisation and Extremism 'Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law , individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for death of members of the armed forces as extremism.'** Keeping Children Safe in Education 2018

Preventing radicalisation and extremism is seen as part of the schools wider safeguarding duties. The school supports the notion that it is possible to intervene and prevent vulnerable people becoming radicalised. We further accept our duty under the Prevent Duty – Guidance for England and Wales. Channel and prevent training to be carried out each year, and all staff must sign to say that they have read and understood the duty. Monitoring measures are in place at the school which include filtering of online access to websites which are deemed as risky.

From July 2015 all school are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015) in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”. This is known as the Prevent Duty. The requirements are summarised under 4 general themes:

- Risk assessment
- Working in partnership with NLSCB
- Staff training
- IT filtering and the teaching of internet safety.

Any concerns should be reported to “CHANNEL”. Guidance is available at Channel Guidance.

In addition, schools and colleges should refer to the following DfE Guidance:

The Prevent Duty Guidance for England and Wales places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies: [www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

The use of social media for online radicalisation: [www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

Further information regarding preventing radicalisation can be found in Annex A Keeping Children Safer 2016

### **Child Sexual Exploitation (CSE) and Grooming**

Child Sexual Exploitation is illegal activity by people who have power over younger people and uses it to sexually abuse them. This can involve a broad range of exploitive activity from seemingly consensual relationships and informal exchanges of sex for attention, accommodation, gifts or cigarettes through to very serious organized crime. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunist to complex organised abuse

Although we recognize that in an Infant school this is less likely (but not impossible) to affect our children it may be happening to an older sibling. Therefore we all need to be aware of the symptoms and signs.

These are some of the signs that a young person might be a victim of sexual exploitation:

- running away / going missing
  - self harming behaviours
  - exclusion from school or poor school attendance
  - physical symptoms such as sexually transmitted infections or bruising suggestive of physical or sexual abuse
  - unexplained clothes, money or other gifts
  - substance, drug and / or alcohol abuse
  - poor relationship with family and peers
  - low self-esteem
  - having the keys to unknown premises
  - being contacted by unknown adults or associating with older men
  - having more than one mobile phone or using different SIM cards
- The school will follow the guidance set out in NLSCB CSE toolkit

### **Peer on Peer abuse**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

Staff should recognise that children are capable of abusing their peers. Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or

passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer on peer abuse will be supported. Keeping Children Safer in Education 2016.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or

Whether the perpetrator has repeatedly tried to harm one or more other children; or Whether there are concerns about the intention of the alleged perpetrator.

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 abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, domestic abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

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

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

In order to minimise the risk of peer on peer abuse the school:

Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. Develop robust risk assessments where appropriate.

Have relevant policies in place (e.g. behaviour policy).

See also Annex C of Keeping Children Safer in Education 2016 'Online Safety

## 'Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. Keeping Children Safe in Education 2018

## Children with family members in prison



Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children Keeping Children Safe in Education 2018

### Child Criminal Exploitation:

County Lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>12</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation: □ can affect any child or young person (male or female) under the age of 18 years; □ can affect any vulnerable adult over the age of 18 years; □ can still be exploitation even if the activity appears consensual; □ can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; □ can be perpetrated by individuals or groups, males or females, and young people or adults; and □ is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Keeping Children Safe in Education 2018

### Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

## **Sexting**

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.

- 

The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

## **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

## **Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

## **Forced Marriage**

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor. FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 and comes into force on 16 June 2014. Prior to the introduction of the new offence, prosecutors have dealt with FM cases using existing legislation such as false imprisonment, kidnapping and offences of violence where this is a feature of the offending.

## **Honour Based Violence**

There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. So called honour based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and or the community. It includes FGB, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in doubt staff should speak to a DSL.

## **Private Fostering**

- The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.
- This is a private arrangement made between a parent and a carer for 28 days or more.
- Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). □ Many private fostering arrangements remain unknown to the local authority. This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.
- All staff should be alert to the definition and wider aspects relating to private fostering.
- Northamptonshire Children's Services must be informed of all private fostering arrangements.
- If professionals become aware of a child who is being privately fostered they should encourage the parent/carers to inform Children's Services of the arrangement or contact Children's Services themselves if they think parents/carers may not have done so already.
- Further information on private fostering can be found on the NSCB website: [www.northamptonshirescb.org.uk/health-professionals/takingaction/private-fostering/](http://www.northamptonshirescb.org.uk/health-professionals/takingaction/private-fostering/)

## **Online Safety**

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage risks posed both in the real world and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to all fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks to their well-being.

The issues can be categorised into three areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material
- Contact – being subjected to harmful online interaction with other users
- Conduct – personal online behaviour that increases the likelihood of, or causes harm

Best Practice:

- **Whole Setting Approach:** Staff recognise and are aware of online safety issues and the Designated Safeguarding Lead (DSL) and leadership team should make online safety a priority.
- **Policies:** Designated Safeguarding Lead (DSL) and leadership team must ensure that all of the relevant online safety policies and procedures are in place and implemented. This includes having an awareness of the relevant sections of the EYFS Statutory Framework which relate to safeguarding.
- **Monitoring and Evaluation:** Risk assessment is taken seriously and used to promote online safety. There are appropriate filters and monitoring systems in place to protect children from harmful online material.
- **Management of Personal Data:** Data is managed securely and in accordance with the requirements of the Data Protection Act.

#### **Use of Mobile Phones and Cameras:**

- The Designated Safeguarding Lead (DSL) and leadership team must ensure that the relevant safety policies and procedures are in place and implemented which relate to the use of mobile phones, cameras and social networking for pupils and for staff, visitors and volunteers.
- The Designated Safeguarding Lead (DSL) and leadership team must ensure that staff read and understand all relevant 'Staff Codes of Conduct'/'Staff Behaviour' policies, inclusive of clear procedures in relation to the use of mobile phones, cameras and social networks as well as online conduct.
- Staff should have a clear understanding of what constitutes misuse of mobile phones and cameras and know how to minimise the risk. □ Staff must be vigilant and alert to any potential warning signs of the misuse of mobile phones and cameras and report any concerns.

## **Useful Links**

### **Local**

#### **Local Safeguarding Children Board Northamptonshire (LSCBN):**

Ground Floor

John Dryden House

8-10 The Lakes

Northampton

NN4 7YD **01604**

**364036**

<http://www.lscbnorthamptonshire.org.uk/worried-about-a-child/>

#### **Lead Officer for Safeguarding in Education**

Annamarie Mullen Old Gaol Block County Hall Northampton NN1 1DN Telephone 01604 361655 Mobile 07736638556

[amullan@northamptonshire.gov.uk](mailto:amullan@northamptonshire.gov.uk)

“Making Children Safer” – A Pocket Guide download at:

<http://www.northamptonshire.gov.uk/mcs>

**Thresholds and Pathways** document:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protectingchildren/Pages/northamptonshire-thresholds-and-pathways.aspx>

#### **Early Help Co-ordinator**

Early help co-ordinator

[www.northamptonshire.gov.uk/earlyhelp](http://www.northamptonshire.gov.uk/earlyhelp)

[earlyhelpsupport@northamptonshire.gov.uk](mailto:earlyhelpsupport@northamptonshire.gov.uk)

03001261000 option 1, then option 2

**Multi-agency referral form** download at:

[http://www.northamptonshirescb.proceduresonline.com/client\\_supplied/LSCBNForm\\_May2014\\_2003version.doc](http://www.northamptonshirescb.proceduresonline.com/client_supplied/LSCBNForm_May2014_2003version.doc) e-mail multi-agency form to:

[MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk)

**Directory of services for Early Help**

<http://families.northamptonshire.gov.uk/directory-search>

**Directory of services for children with disabilities**

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/pages/default.aspx>

**Education Entitlement Service** Online referral form available at:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

**Child Exploitation and Online Protection (CEOP)** <http://ceop.police.uk/08700003344>

**Inspecting Safeguarding In the Early Years August 2016:**

[www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015](http://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015)

**Early Years Foundation Stage Statutory Framework:**

[www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](http://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

**Safeguarding Adults access advice:**

Safeguarding Adults Team  
Northamptonshire County Council  
John Dryden House, 8-10 The Lakes  
Northampton NN4 7YD

**01604 362900 (Internal Ext 62900)**

[adultssafeguardingadmin@northamptonshire.gcsx.gov.uk](mailto:adultssafeguardingadmin@northamptonshire.gcsx.gov.uk)

(secure email)

e-referral form at:

<http://www.northamptonshire.gov.uk/en/councilservices/socialcare/adults/Pages/Safeguarding-Adults.aspx>

**Complex Case Meetings and Locality Forums operate across Northamptonshire:**

**Complex Case Meetings**

Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be

resolved without coming to a meeting, an Early Help coordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

### **Locality Forums**

The County's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.

Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

### **National**

**National Society for Prevention of Cruelty to Children**

(NSPCC): <http://www.nspcc.org.uk/> 0808 800 5000 Childline:

<http://www.childline.org.uk/Pages/Home.aspx>

0800 1111

**Online safety training and advice contact:**

[e-safety@northamptonshire.gov.uk](mailto:e-safety@northamptonshire.gov.uk)

**Online safety policy examples:**

<http://swgfl.org.uk/products-services/esafety/resources/online-safety-policy-templates>

### **APPENDIX 1**

#### **Types of abuse**

<b><u>Physical abuse</u></b>	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
<b>Child</b>	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact

Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, selfharm, somatising disorder or false allegations of
	physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	



### Emotional abuse

*Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).*

#### Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen

	watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
<b>Parent</b>	<b>Family/environment</b>

Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, selfharm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.
<p style="text-align: center;"><b><u>Neglect</u></b></p> <p><b><i>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.</i></b></p>	

Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school

Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
<b>Parent</b>	<b>Family/environment</b>
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Mental health, alcohol or drug difficulties	
<p style="text-align: center;"><b><u>Sexual abuse</u></b></p> <p><b><i>Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i></b></p>	
<b>Child</b>	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention/concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant

Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community
Excessively interested in the child	History of mental health, alcohol or drug misuse or domestic violence
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, selfharm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

## **APPENDIX 2**

### **Other recognised forms of abuse**

#### **Domestic Abuse**

The UK's cross-government definition of domestic abuse is:

"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 abuse can encompass but is not limited to □ psychological

- physical

- sexual
- financial □ emotional

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

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

Legislation makes it clear what constitutes an offence against a child and states what is an appropriate sentence. Refer to the *Serious Crime Act 2015 Section 76*, *Domestic Violence, Crime and Victims Act 2004* and the *Adoption and Children Act 2001 Section 120*.

Possible Indicators:

### **0 – 5 years**

- Violence to the mother during pregnancy may result in neurological and physical damage;
- Physical and emotional neglect may result in basic needs for food and warmth not being met;
- Under-stimulation and neglect can result in cognitive delay;
- Witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder; • Parental unhappiness, tension, irritability or lack of commitment may lead to false attachments; • Babies and toddlers have difficulty in communicating distress.

### **5-9 years**

- The risk of physical injury may lead to symptoms of extreme anxiety and fear. The child may be subject to abuse;
- Academy behaviour and academic attainment may be impaired;
- Pupils may blame themselves for parental behaviour. Self-blame may result in low self-esteem;
- Unplanned separations may cause distress and disrupt education and friendship patterns; • Embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships; • Children may take on too much responsibility for self, parents and younger children.

## **Mental Health Issues**

Children who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong;
- Resolve (face) problems and setbacks and learn from them.

Staff seeing pupils regularly are well placed to spot any changes in behaviour that might indicate a problem. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils’ lives. This includes loss or separation (e.g.

death, parental separation, divorce, hospitalisation etc). It also includes other life changes (e.g. transition to a new school, birth of a sibling, bullying, domestic violence etc.).

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as:

- Emotional disorders such as phobias, anxiety states and depression;
- Conduct disorders such as stealing, defiance, fire-setting, aggression and anti-social behaviour;
- Hyperkinetic disorders such as disturbance of activity and attention;
- Developmental disorders such as delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- Attachment disorders such as children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Other mental health problems including eating disorders, habit disorder, post-traumatic stress syndromes, somatic and psychotic disorders (such as schizophrenia and manic depressive behaviour).

Self-Harm and Suicidal Tendencies:

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously as they could be indicative of a serious mental or emotional disturbance.

Such parents / carers may even become dependent on their own child for support. This can put stress on a child and may mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse may include: lost jobs, unsafe homes, broken marriages, severed family ties and friendships. The disruption caused by efforts by the local authority to help are also likely to negatively affect a child.

There are several signs that may indicate that someone has a problem. Adults who misuse drugs or alcohol may: •

Become consumed or violent;

- Drink alone;
- Drink every day;
- Get “the shakes” when they have not had a drink;
- Miss work or social activities;
- Neglect their own health, appearance and homes; • Not be able to stop their drug or drinking habit; • Try to hide or deny their problem.

The signs that may indicate that a child is being neglected due to parent’s drug or alcohol misuse include:

- Poor appearance;
- Delayed development;

- A child who is caring for a parent.

### **Dog Bites on children**

The following guidance has been agreed by partner agencies for the NSCB.

#### **School staff must:**

- Be aware of an injury to a child caused by a dog;
- Be aware of the treating of an injury to a child caused by a dog;
- Establish precisely when and how the injuries were caused;
- Establish if there is any history of previous, similar injuries and when this occurred.

Consideration should be given to whether the injuries caused are "non-accidental injuries".

#### **A referral to the MASH should be considered if any of the following criteria apply:**

- The pupil injured is under two years of age;
- The pupil is under five years of age and injuries have required medical treatment;
- The pupil is over five years and under 18 who has been bitten more than once by the same dog;
- The pupil is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and / or dangerous;
- A prohibited and / or dangerous dog is reported and / or treated, and is believed to be living with and / or frequently associated with children under 5 years.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the pupil, or other children (for example, if the dog has already been 'put down' or removed).

**Please be mindful that the bite does not have to be a vicious injury.**

**For further information, see the NSCB guidelines at:**

[http://northamptonshirescb.proceduresonline.com/chapters/p\\_dangerous\\_dogs.html#practitioner\\_guidance](http://northamptonshirescb.proceduresonline.com/chapters/p_dangerous_dogs.html#practitioner_guidance)



### **APPENDIX 3**

#### **PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD**

##### **A. General**

- 1) The Local Safeguarding Children Board for Northamptonshire Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCBN website [www.lscbnorthamptonshire.org.uk](http://www.lscbnorthamptonshire.org.uk)). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC “Thresholds and Pathways”.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Records, must be made to report what has been alleged, noticed and reported, and kept securely and confidentially. This will be automatically sent to the DSL and the deputies via secure email.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral, that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

**B. Individual Staff/Volunteers/Other Adults – main procedural steps**

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible, type up the concern, stating what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the LADO to seek advice.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO). See contacts on page 3.
- 5) If this has not already been done, inform the child, or other party who has raised the concern, as to what action you have taken.

**C. Designated Safeguarding Lead – Main Procedural Steps**

- 1) All children have an electronic safeguarding file. Any concerns are uploaded to the child's file and a chronology is built. The DSL must also record all conversations, actions and outcomes.
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the MultiAgency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the LSCBN Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details on page 3 of this document.
- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.

## **APPENDIX 4**

### **PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS**

(References to staff in this process include staff in schools, central services and volunteers).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has: □  
behaved in a way that has harmed a child, or may have harmed a child;

- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents:

- DfE *“Keeping Children Safe in Education: Statutory guidance for schools and colleges”* – September 2016 (part 4). □ LSCBN procedures – Section 5.

#### **A. Individual Staff/Volunteers/Other Adults who receive the allegation:**

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Headteacher.
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the LADO as soon as possible or if unavailable contact the Multi-Agency Safeguarding Hub on the same day.)

#### **B. Headteacher**

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the LADO, so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:

Liaison with the LADO

Co-operation with the investigating agency's enquiries as appropriate.

Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**C. Chair of Governors (only relevant in the case of an allegation against the Headteacher)**

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Notify the LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation. 4) Report to the Multi-Agency Safeguarding Hub if the LADO so advises or if circumstances require a referral. 5) Ongoing involvement in cases:
  - Liaison with the LADO
  - Co-operation with the investigating agency's enquiries as appropriate.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

## **APPENDIX 5**

### **Guidance for the use of Cameras and Mobile Phones**

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones, lap tops and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students).
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas.
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices.
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes.
- All telephone contact with parents or carers must be made on the school phone and a note kept. Personal mobile phones should not be used.
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.
- Staff and parents are advised against the misuse of network sites such as Facebook and Twitter to share confidential or potentially negative or abusive comments or information regarding the school, a member of staff, parent or child.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/271631/eyfs\\_statutory\\_framework\\_march\\_2012.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271631/eyfs_statutory_framework_march_2012.pdf) (until September 2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf) (from September 2014)

**APPENDIX 6**

**Polish Saturday School in Northampton  
Internal Record Form – Welfare Concerns**

Child's Name:	Class:
Date:	Time:

Nature of Concern:

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Actions to date:

Adult raising concern:

Signed \_\_\_\_\_

Action taken / Advice given by DSL

1. General Information	
Name:	
Address:	
City:	
State:	
Zip:	
Phone:	
2. Employment Information	
Employer:	
Position:	
Start Date:	
End Date:	
Reason for Leaving:	
3. Education Information	
Level of Education:	
Field of Study:	
Graduation Date:	
4. References	
Reference Name:	
Reference Address:	
Reference Phone:	
Reference Email:	
Reference Relationship:	
Reference Comments:	

Name \_\_\_\_\_

Further information

This form is appendix 6 of the Child Protection Policy  
This form may be used as evidence should the situation escalate

## **Appendix 7**

### **Role of the designated safeguarding lead**

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

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

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Manage referrals**

The designated safeguarding lead is expected to:

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

- refer cases where a crime may have been committed to the Police as required. Work with others The designated safeguarding lead is expected to:
- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

## **Training**

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

The designated safeguarding lead should undertake Prevent awareness training.

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

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Be able to keep detailed, accurate, secure written records of concerns and referrals

## **Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college’s child protection policies are known, understood and used appropriately;
- ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

### **Availability**

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

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

## **APPENDIX 8**

**Safer recruitment checklist-** taken from Keeping Children Safe

### **Pre-appointment checks**

### **All new appointments**

101. Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

102. When appointing new staff, schools and colleges must (subject to paragraph 105):

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see paragraph 114);
- verify professional qualifications, as appropriate; and
- Independent schools, including academies and free schools, check that a person taking up a management position as described at paragraph 99 is not subject to a section 128 direction made by the Secretary of State.



## **How do we support children's social, emotional and mental health at St James Infant and Pre-School?**

St James School believes that the emotional wellbeing of a child is absolutely paramount.

We are lucky to have a kaleidoscope room where children access a range of programmes eg: Kaleidoscope colour therapy, Protective Behaviours and Drawing and Talking, led by Miss Robinson.

Each year, all class teachers teach Protective Behaviours to their class. Protective Behaviours is a personal safety program which covers areas like the Pants Rule, Hand of Trust and teaches the basic human right.

### **What happens when a safeguarding concern is raised:**

- The concern is recorded and often discussed with the safeguarding team.
- Additional information from external agencies, eg health, may be sought.
- The concern will be discussed with parents either on the phone or in a meeting.
- In most occasions, support and advice is put in place, the concern is recorded and there is no further action.
- If necessary, a referral may be sent to the MASH (MultiAgency Safeguarding Hub) where a team of social workers will look at the concern in more detail.
- Parents will receive a letter from MASH notifying them of the outcome.

Occasionally, we may not follow this protocol, depending on the nature of the concern. All details and information are kept confidentially with the safeguarding team

**Safeguarding at St James Infant and Pre-School:** St James Infant and Pre-School fully recognizes the contribution it can make to protect children. The pupils' welfare and safety is of paramount importance.

There are four main key areas of safeguarding: Neglect  
Emotional abuse  
Sexual abuse  
Physical abuse At St James Infant and Pre-School, we observe the whole child and their world, including their attendance and punctuality, health, emotional wellbeing, presentation and relationships.

Sometimes we will contact other agencies, eg. Health visitors, GPS, schools where siblings may attend, to share or request information about a child.



Staff, Governors, volunteers and  
parents contribute towards the

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safeguarding of all children – it's  
everyone's business.