

A6/E1: SAFEGUARDING CHILDREN AND CHILD PROTECTION

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs and should be read in conjunction with the policies listed in Section 15, Relevant Policies

Designated Safeguarding Lead

Mrs Anita Barclay, Headmistress with lead responsibility for safeguarding children within the EYFS

Designated Deputy Safeguarding Lead

Miss Zoë Cramer, Nippers Deputy Manageress

Designated Safeguarding School Advisory Board Member

Mrs Silvana Chrisovelides

Agreed and approved by the School Advisory Board

Date: 18 September 2013

Reviewed: 29 January 2014, 9 June 2014, 2 October 2014, 30 September 2015, 3 December 2015, 1 March 2016, 19 May 2016, 12 October 2016, 22 November 2016, 23 May 2017, 21 August 2017

Review Date: August 2018, or at the next School Advisory Board Meeting closest to August 2018, or sooner if regulations change

Policy Consultation & Review

The school makes Safeguarding and Child Protection procedures available to parents/carers on the school website, and those parents/carers who do not have access to the school's website are informed that they may request a copy of the procedures from the school office. We also inform parents and carers about this policy when they enquire about the school.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns and therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part 1 of the statutory guidance "Keeping Children Safe in Education" issued by the Department for Education, updated September 2016.

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1 STATUTORY FRAMEWORK

Stretton School has Safeguarding and Child Protection procedures in accordance with locally agreed Norfolk Safeguarding Children Board (NSCB) procedures and the following statutory guidance:

- 1 Keeping Children Safe in Education (Revised September 2016)
- 2 Disqualification under the Childcare Act 2006 (February 2015)
- 3 Prevent duty Guidance for England and Wales (March 2015)
- 4 The Prevent Duty – Departmental advice for schools and child-minders (June 2015)
- 5 The use of social media for on-line radicalisation (July 2015)
- 6 What to do if you're worried a child is being abused (March 2015)
- 7 Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (March 2015)
- 8 Home Office Mandatory Reporting of Female Genital Mutilation – procedural information (October 2015)

- 9 Mental health and behaviour in schools (March 2015)
- 10 Counselling in schools: a blue print for the future (March 2015)
- 11 Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015)

Procedures also take account of statutory guidance for schools and colleges issued by the Department for Education (July 2015, issued under Section 175, Education Act 2002, the Education (Independent School Standards) Regulations 2014 as amended by SI 2012/2962 and the Education (Non-Maintained Special Schools) Regulations 2011). This statutory guidance replaces “Safeguarding Children and Safer Recruitment in Education (2006)”.

2 AIMS

2.1 The purpose of Stretton School's Safeguarding Policy is to ensure every child who attends the school is safe and protected from harm. The school will communicate readily with the local safeguarding agency whenever an allegation or disclosure of abuse has been made following the "Working Together to Safeguard Children (March 2015)" and "What to do if you're worried a child is being abused" (March 2015) publications. The school will remedy any deficiencies or weaknesses in child protection arrangements without delay. This means the school will always work to:

- Protect children and young people at the school from maltreatment.
- Create an environment in which children are safe from any form of abuse, either physical or verbal, and any suspicion of abuse is dealt with promptly and appropriately, whether it is physical, emotional, sexual or neglect.
- Prevent impairment of children's and young people's health or development.

- Ensure that children and young people at the school grow up in circumstances consistent with the provision of safe and effective care.
- Undertake that role so as to enable children and young people at the school to have the best outcomes.

2.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and the legal responsibility of the school to safeguard and promote the welfare of all children at the school.

2.3 The school fully recognises the contribution it can make to protect children from harm. It supports and promotes the welfare of all children who are registered pupils at the school. The elements of the policy are prevention, protection and support.

2.4 The school recognises that the safeguarding responsibilities are clearly linked to responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The DSL will be made aware of all persistently absent pupils, and of those who go missing, to identify the risk of abuse and neglect including sexual abuse or exploitation, and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

2.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

3 ETHOS

- 3.1 The child's welfare is of paramount importance. The school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at the school will be able to talk freely to any member of staff at the school if they are worried or concerned about something.
- 3.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. The school recognises that staff play particularly important roles as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff 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 must always act in the **best interests** of the child.
- 3.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. Staff will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

- 3.4 Through the curriculum, activities and opportunities will be provided for children to develop the skills they need to identify risks, learn about safeguarding, and stay safe including online from the risks of radicalisation. Children are taught about the risks posed by adults and young people through class discussions, assemblies and through the NSPCC “PANTS” campaign. This will also be extended to include material that will encourage our children to develop essential life skills.
- 3.5 At all times the school will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015) and Norfolk Safeguarding Children Board procedures.

4 ROLES AND RESPONSIBILITIES

Role	Name
Designated Safeguarding Lead (DSL)	Anita Barclay Headmistress 01603 451285
Deputy DSL	Zoë Cramer Nippers Deputy Manager 01603 451285
Named Safeguarding School Advisory Board Member	Silvana Chrisovelides Bursar 01603 451285
Chair of School Advisory Board	Jenny Marchant 01362 684101

- 4.1 The school makes arrangements to ensure that the Designated Safeguarding Lead (DSL) and Deputy have sufficient time, funding and support to fulfil their child welfare and safeguarding responsibilities effectively.
- 4.2 The DSL ensures that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority if such children are on roll. The key activities, role and responsibilities of the DSL are clearly set out in the Job Description at the end of this policy, approved by the School Advisory Board.

- 4.3 It is the responsibility of every member of staff, volunteer and regular visitor to the school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the children. This includes the responsibility to provide a safe environment in which children can learn.
- 4.4 The Headmistress and DSL, Mrs Anita Barclay, in conjunction with Mrs Silvana Chrisovelides, the safeguarding trained member of the School Advisory Board, will undertake an annual review at the end of each Summer Term of the school's safeguarding policies and procedures (or sooner if there are changes to the regulations) and the efficiency with which the related duties have been discharged.

The School Advisory Board

- 4.5 A report will be compiled and shared with the School Advisory Board to notify of any changes to the policies and procedures. The report includes the following information:
- Safeguarding and child protection training records.
 - Any referral information in respect of requests for help and support for individual children (without identifying them).

- Any safeguarding or child protection issues or incidents that may have arisen at the school and how they were handled (without identifying the child concerned).
- Any updates on DBS Online checks and any issues surrounding them.
- Any updates on Induction procedures for new staff and volunteers, and those returning to work after a long term absence (eg maternity leave or absence due to ill health).
- Any updates on the Prevent Duty and training.
- Any updates on recruitment.
- Any information or changes relating to the Single Central Register.
- Information about policies and documents relating to safeguarding and child protection.
- Approval of the Designated Safeguarding Lead's Job Description.

- 4.6 All changes will then be presented to the staff at subsequent Staff Training Days. All staff members are made aware of the systems in place which support safeguarding and Prevent and these form part of the staff induction programme. This includes this Safeguarding and Child Protection Policy and the Staff Code of Conduct.
- 4.7 Mrs Silvana Chrisovelides also ensures that staff understand the safeguarding and child protection procedures by talking individually to all staff members at least once a term to see if they would know who to go to in the case of suspected abuse and what they would do in terms of comments they might make to a child.
- 4.8 The School Advisory Board of Stretton School ensures the effectiveness of this policy and compliance with it. The school has a named member of the board, Mrs Silvana Chrisovelides, who champions safeguarding within the school and is appropriately trained.
- 4.9 The School Advisory Board will ensure that:
- The safeguarding policy is in place and is reviewed annually, is available publicly via the school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;

- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015);
- The Headmistress is designated to take the lead responsibility for safeguarding and child protection and ensures that there is a deputy DSL who is an appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role.
- All staff receive a safeguarding induction and are provided with a copy of this policy and the Staff Code of Conduct.
- All staff undertake appropriate child protection training that is updated annually and the DSL and Deputy DSL complete on-line safety training which is shared with the staff.
- Procedures are in place for dealing with allegations against members of staff, the DSL and the Headmistress and volunteers in line with statutory guidance.
- Safer recruitment practices are followed in accordance with the requirements of Keeping Children Safe in Education, Department for Education (Revised September 2016).
- They remedy without delay any weakness in regard to the safeguarding arrangements that are brought to their attention.

The Headmistress

4.10 At Stretton School the Headmistress, who is also the DSL, is responsible for:

- Identifying alternative members of staff to act as the DSL in her absence to ensure there is always cover for the role.
- Ensuring that the policies and procedures adopted by the School Advisory Board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and that such concerns are addressed sensitively in accordance with the Whistleblowing Policy.
- Liaising with the Local Authority Designated Officer (LADO) and the Intervention Team in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead (DSL)

- 4.11 The DSL is the Headmistress who takes lead responsibility for safeguarding and child protection within the school, including the EYFS. The DSL will carry out her role in accordance with the responsibilities outlined in Annex B of Keeping Children Safe in Education (Revised September 2016).
- 4.12 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.
- 4.13 During term time and school holidays the DSL or the Deputy DSL will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, the school will ensure that they are available via telephone and any other relevant media.
- 4.14 The DSL at Stretton School will represent the school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience the DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

- 4.15 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.
- 4.16 The DSL and Deputy DSL are responsible for ensuring that all staff members and volunteers are aware of the school's policy and the procedures they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's safeguarding training pack provided by Children's Services.

5 TRAINING & INDUCTION

- 5.1 When new staff join Stretton School they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's safeguarding policy along with the Staff Code of Conduct, Part 1 and Annex A of Keeping Children Safe in Education (Revised September 2016) and told who the DSL and Deputy DSL are. All staff are expected to read these key documents and must sign a declaration to confirm they have read these documents which is stored on their staff file. They will also be provided with information on the recording form, given information on how to complete it and who to pass it to.
- 5.2 The school will ensure that employees are able to recognise the symptoms of possible physical abuse, neglect, emotional and sexual abuse. Every member of staff is required to undertake a Safeguarding Children course, provided either by Norfolk County Council or an external welfare agency acceptable to the local safeguarding children board, at least every 3 years in order to keep up to date with current legislation. All courses provided are valid for 3 years.
- 5.3 The DSL, Mrs Anita Barclay, and the Deputy DSL, Miss Zoë Cramer, will update their training in child protection and inter-agency working every two years.

- 5.4 Every new member of staff or volunteer will receive safeguarding training during their induction. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the DSL. The training will also include information about the Whistleblowing Policy in respect of concerns about another adult's behaviour and suitability to work with children. The DSL and Deputy DSL will also receive on-line safety training as this is part of the overarching safeguarding approach of the school. This will be shared with staff at Staff Training Days.
- 5.5 In addition to the safeguarding induction, the school will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of Keeping Children Safe in Education (Revised September 2016).

In order to achieve this the school will ensure that:

- All members of staff will undertake appropriate safeguarding training on an annual basis in accordance with Norfolk Safeguarding Children Board advice and the school will evaluate the impact of the training.
- All staff members receive regular safeguarding and child protection updates at staff meetings, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- Every classroom has a Safeguarding Folder, which includes a copy of this Safeguarding Policy, the Anti-Bullying Policy, the Mobile Telephone and Camera Policy, a copy of the publication by HM Government “What to do if you’re worried a Child is being abused” (March 2015), “Keeping children safe in education – statutory guidance for schools and colleges (Revised September 2016)” and the Norfolk Safeguarding Children Board (NSCB) publication “Child protection and safeguarding consultation lines” to which all staff have access. The Safeguarding Folder also has Body maps, Pre-existing Injury Forms, Recording Forms for Safeguarding Concerns, the NSCB Training Brochure, the Home Office procedural information regarding the Mandatory Reporting of FGM and information regarding the LADO and Intervention Team processes, including referral forms.

5.6 All regular visitors, temporary staff and volunteers to the school will be given a set of safeguarding procedures; they will be informed of whom the DSL and Deputy DSL are and what the recording and reporting system is.

5.7 The DSL and the Deputy DSL will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children’s Board at least once every three years. The DSL and Deputy DSL will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years.

In addition to formal training, the DSL and Deputy DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. These include attending at least termly, Independent Safeguarding Forums run by Norfolk County Council, and Behaviour Management Network meetings.

5.8 The Safeguarding School Advisory Board Member will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at the school.

5.9 The school actively encourages all staff to keep up to date with the most recent local and national safeguarding advice and guidance. Annex A of Keeping Children Safe in Education (Revised September 2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Board at www.norfolkscb.org and within the Safeguarding Section of the Norfolk Schools website: <http://www.schools.norfolk.gov.uk/safeguarding>.

6 WHAT IS ABUSE?

Dealing with Signs of Abuse

- 6.1 Mrs Barclay is the designated practitioner with lead responsibility for safeguarding children within the EYFS and will liaise with local statutory children's agencies as appropriate. The setting will inform Ofsted and ISI as soon as is reasonably practicable, but at the latest within 14 days, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.
- 6.2 All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- 6.3 Abuse is 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 (eg via the internet). They may be abused by an adult or adults or another child or children.

6.4 *Physical Abuse*

This is 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.

Signs include:

Bruising

Scalding

Cigarette Burns

Burns

Change in behaviour eg flinching, being aggressive or withdrawn

Fear of a particular person

Bald hair/patchy hair

Poor hygiene

Mouth and ear injuries

Breakages to bones

Child hiding their body

Inappropriate role play

Bite marks

Low self esteem

6.5 *Neglect*

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

Signs include:

Children are dirty

Children smell

Inadequate clothes/badly fitting/worn out

Unattended injuries

Children are thin and pale

Persistent illness eg coughs

Appearance – eg sores, nails, hair, teeth, skin

Low self esteem

Poor social skills and development, poor peer relationships

Growth delay

Hunger

Attention-seeking behaviour

Failure to ensure access to appropriate medical care

6.6 *Emotional Abuse*

This form of abuse is 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 cyber-bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs include:

No self-confidence/low self esteem

Change in normal behaviour eg being aggressive or withdrawn

Lack of interpersonal skills

Anti-social behaviour

Not wanting to go home with carer

Delayed development

Finding it difficult to accept praise

Reaction of parent

6.7 *Sexual Abuse*

This form of 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. Activities 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.

Signs include:

Inappropriate language

Inappropriate behaviour to others and themselves

Bruising/scratches

Over/under affectionate behaviour

Acting, talking, drawing about inappropriate situations/physical things

Interaction with carer inappropriate

Delayed development

STIs

Low self esteem

Changes in general behaviour

Poor peer relationships

7 PROCEDURES FOR MANAGING CONCERNS

- 7.1 Stretton School adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board (NSCB). Where the school identifies children and families in need of support, the school will carry out responsibilities in accordance with Norfolk Local Assessment Protocol and the NSCB Threshold Guidance.
- 7.2 Every member of staff including volunteers working with children at the school is 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 and have a responsibility to take action as outlined in this policy.
- 7.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

- 7.4 It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 7.5 The DSL, Mrs Anita Barclay, or the Deputy DSL, Miss Zoë Cramer, should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 7.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).
- 7.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

- 7.8 When deciding whether to make a referral following an allegation or suspicion of abuse, the DSL will not make her own decision over what appear to be borderline cases, but rather the doubts and concerns will be discussed with the Multi Agency Safeguarding Hub (MASH) Team. This may be done tentatively and without giving names in the first instance. What appears minor at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the school will not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse (this is outlined in the publication “What to do if you’re worried a child is being abused” 2015).
- 7.9 The Disclosure and Barring Service will also be informed of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. The DBS will be informed as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- 7.10 All referrals will be made in line with Norfolk Children’s Services procedures as outlined in Appendix 3.

7.11 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL or Deputy DSL. Concerns should always lead to help for the child at some point.

7.12 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- The situation is an emergency and the DSL or Deputy DSL are both unavailable.
- They are convinced that a direct report is the only way to ensure the pupil's safety.

7.13 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Chair of the School Advisory Board, Mrs Jenny Marchant. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

7.14 The school recognises that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but is not limited to: bullying (including cyber-bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse, as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

7.15 The school recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs.

- Communication barriers and difficulties in overcoming these barriers.

7.16 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. The school will provide guidance and support to staff on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#) (October 2015).

7.16 All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. It is rare to see visual evidence and staff should not be examining children; however if staff “discover that an act of FGM appears to have been carried

out”, the mandatory reporting duty applies. The school recognises that staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called ‘honour-based’ violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL or Deputy DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

- 7.18 The school recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society. (See separate Prevent Policy).

With regard to Prevent, the school will ensure that:

- Through training, staff, volunteers and the School Advisory Board have an understanding of what radicalisation and extremism is, why the school needs to be vigilant and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in school by using effective filtering and usage policies.

- The DSL has received detailed Prevent training and will act as the point of contact within school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Norfolk Channel procedures and will represent the school at Channel meetings as required.
- Through the curriculum, the school will promote the spiritual, moral, social and cultural development of pupils.

Children Missing from Education

7.19 All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs. The school has a duty to establish, as far as it is possible to do so, pupils of compulsory school age who are missing education as this could be a potential indicator of abuse or neglect. Children who go missing from education, particularly on repeat occasions, may be at risk of abuse and neglect, including sexual exploitation. Staff should report repeated absences to any of the Safeguarding Officers.

7.20 Staff are alert to signs to look out for and individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

7.21 All children are included on both an Admissions Register, as well as class attendance registers from the beginning of the first day on which the school has been notified that the pupil will attend.

7.22 The school will inform their local authority of any pupil who is going to be deleted from the register where they:

- Have been taken out of school by their parents and are being educated outside the school system eg home educated.
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- Have been certified by a medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age.
- Have been permanently excluded.

The local authority must be notified under the above circumstances and this should be done as soon as the grounds for deletion are met, but no later than the day of deleting the pupil's name from the register. This allows the local authority to follow up any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Child Sexual Exploitation

7.23 Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people received something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

8 RECORDS AND INFORMATION SHARING

- 8.1 If staff are concerned about the welfare or safety of any child at the school they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL or Deputy DSL without delay.
- 8.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
- 8.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All safeguarding files will include a chronology and will record significant events in the child's life.
- 8.4 When a child leaves the school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. The school will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

8.5 Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Norfolk County Council.

8.6 *Dealing with concerns*

Concerns or suspicions of child abuse can be highlighted in the following ways:

Child disclosure

Staff observation

Observation which involves changes in the child's behaviour

Report by another person

Anonymous communication

8.7 If any child is suspected of suffering any kind of abuse, all staff will ensure that the child is listened to, reassured and helped to understand they are respected and valued, that it is not their fault and that what they are saying is taken very seriously. The child's welfare is our first concern.

8.8 Any injuries observed by a member of staff will be hand written on a form and recorded immediately after the staff has made an observation or received information of concern. Any serious concerns are recorded on a separate Safeguarding Form and any injuries detailed on a body map.

The record will include the following:

A record of the name of the child

Details of the observation

The place where the observation was made

Who passed the information on to the member of staff (if applicable)

The date and time of the observation

The name and role of the person who made the observation

8.9 If a member of staff is recording what the child has said, a hand written record of the child's words will be taken as accurately as possible and as soon as the child tells a member of staff this record will be dated and signed. The record will be shared with one of the Safeguarding Officers. Confidentiality cannot be promised to a child giving evidence and they will be made aware of this. Staff must avoid asking leading questions.

8.10 Members of staff should follow the school's existing safeguarding procedures outlined in this policy although any staff member may refer their concerns to children's social care directly. For example, when there is a risk of immediate serious harm to a child when a Safeguarding Officer cannot be contacted (for example, out of school hours), then a referral should be made to children's social care immediately. Also, if the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Anybody can make a referral. Concerns should always lead to help for the child at some point.

8.11 If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. Staff should follow up on a referral should information about the outcome not be forthcoming. The online tool, Reporting Child Abuse to your local council directs staff to their local children's social care contact number.

9 WORKING WITH PARENTS & CARERS

- 9.1 Stretton School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand the school's statutory responsibilities in this area.

- 9.2 When new pupils join the school, parents and carers will be informed that there is a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of the school's legal duty to assist colleagues in other agencies with child protection enquiries and what happens should there be cause to make a referral to Children's Services.

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

- 9.4 The school will seek to share with parents any concerns about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL or Deputy DSL from making a referral to Children's Services in those circumstances where it is appropriate to do so.

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

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

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

10 CHILD PROTECTION CONFERENCES

- 10.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 10.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 10.3 All reports for child protection conferences will be prepared in advance using the guidance and template report provided by the NSCB. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

10.4 Clearly child protection conferences can be upsetting for parents. The school recognises that we are likely to have more contact with parents than other professionals involved. The school will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. The school's responsibility is to promote the protection and welfare of all children and the aim is to achieve this in partnership with parents.

11 SAFER RECRUITMENT

- 11.1 The school will ensure that the DSL and the Safeguarding Trained member of the School Advisory Board have completed appropriate Safer Recruitment training. At all times the Headmistress, who is also the DSL, and the School Advisory Board will ensure that safer recruitment practices are followed in accordance with the requirements of Keeping Children Safe in Education, DfE (Revised September 2016).
- 11.2 The school will use the recruitment and selection process to deter and reject unsuitable candidates. The school will require evidence of original academic certificates. The school does not accept testimonials and insists on taking up references. The school will question the contents of application forms if anything is unclear. The school will also undertake Disclosure and Barring Service checks and use any other means of ensuring that the most suitable person to work with children is being recruited and selected.

Disqualification

- 11.3 The school is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

The reasons such an order would be considered are:

Unacceptable professional conduct

Conduct that may bring the profession into disrepute

Conviction, at any time, for a relevant offence

11.4 Disqualification under the Childcare Act 2006 (March 2015)

Disqualification under the Childcare Act 2006 (March 2015), as new statutory guidance, concerns how people can be disqualified under this act, including by association with others. This means that the school must not knowingly employ anyone to work with children or allow them to be directly concerned with the management of the school if they or others who live or work in their households are disqualified.

All staff, including those working in the Breakfast, Tea Time and Holiday Clubs, volunteers, supply staff, self-employed staff, peripatetic staff, members of the School Advisory Board who volunteer or who are directly concerned with the day to day management of the school, must complete a Disqualification by Association declaration.

11.5 The school also undergoes checks to ensure staff are not disqualified under the Childcare Act 2006 and carries out Barred List Checks on all new staff. Staff must also subscribe to the DBS Online Service. This allows the DSL, or the Deputy Safeguarding Lead to carry out regular online checks on all staff, including the DSL and Deputy.

11.6 The grounds for disqualification include the following:

- 1 Being on the DBS Children's Barred List.
- 2 Being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad.
- 3 Being the subject of certain other orders relating to the care of children.
- 4 Refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering.
- 5 Living in the same household where another person who is disqualified lives or works.

Disqualification occurs as soon as any of the above criteria are met, for example as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

- 11.7 Staff are informed of the relevant legislation at Induction and through regular staff training, including that they may be disqualified by association. The school gathers sufficient and accurate information to ensure anyone working, volunteering or teaching in the school is not disqualified, including by association.
- 11.8 The Single Central Register holds accurate information on all staff, including the date disqualification checks were carried out. Staff are expected to disclose all their convictions and cautions including those which are spent, but cannot be required to disclose spent convictions and cautions of those who live and work in their households.
- 11.9 Anyone who is disqualified cannot lawfully do the work from which they are disqualified and if a person is found to be disqualified, including by association, or if there is any doubt, then pending resolution they must be removed from the work from which they are in. The school will inform Ofsted if a person working in the setting falls within one of the disqualification criteria.
- 11.10 The school will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

12 SAFER WORKING PRACTICE

- 12.1 All adults who come into contact with children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon the school to ensure that all adults who work with or on behalf of children in the school are competent, confident and safe to do so.
- 12.2 All staff will be provided with a copy of the school's Code of Conduct at induction. They will be expected to know the school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Headmistress.
- 12.3 There may be occasions when staff are working with children alone. They will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with, and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

- 12.4 Staff are given guidance about acceptable conduct and safe practice during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (October 2015). This helps to ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to a child (for example one-to-one tuition; engaging in inappropriate electronic communication with a child; sports coaching).
- 12.5 Staff and volunteer parents are never left alone with children in changing rooms, and there will always be two adults present at any time. Children will be supervised at all times, whether it be in the classroom, playground, or on external educational trips. Any volunteer or member of staff on a placement will not be left alone with any child at any time.
- 12.6 When any child joins Stretton School all parents are required to sign permission forms allowing the staff to apply nappy cream and sun cream. This highlights to parents that staff will be required to touch their child during the application of these creams. Parents also sign a permission form for children to attend both swimming and games offsite.

- 12.7 Parents often volunteer to help with the changing of the younger children at swimming, or to help regularly with extra-curricular activities, such as Weekly Tennis Club. All such parents are required to have a current DBS check. Parents are made aware that staff and volunteers may have to touch the younger children in order to assist with dressing and undressing.
- 12.8 In order to ensure the safety and wellbeing of the children in the setting, and to prevent images being recorded and inappropriately used, Stretton School prohibits the use of personal mobile phones by staff when working with children both on and off site, and prohibits the use by parent helpers or visitors when on the school premises. This is outlined in the separate Mobile Telephone and Camera Policy.

13 MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

- 13.1 The school's aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at school. The school does recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 13.2 Procedures will be applied with common sense and judgement and allegations found to be malicious will be removed from staff records. Records will be kept of all allegations but any that are not substantiated, are unfounded or malicious, should not be referred to in employer references.
- 13.3 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. The school recognises that many allegations are genuine and that there are some adults who deliberately seek to harm or abuse children.
- 13.4 The school will take all possible steps to safeguard children and to ensure that the adults in the school are safe to work with children. The school will always ensure that the procedures outlined in Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children and Part 4

of Keeping Children Safe in Education, DfE (Revised September 2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a consultation or to make a referral via e-mail: LADO@norfolk.gov.uk. The telephone number for the LADO Team is 01603 223473.

- 13.5 If an allegation is made or information is received about any adult who works in the school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headmistress, who is also the DSL, immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headmistress, this should be reported to the Intervention Team at the Norwich Professional Development Centre on 01603 307711 or LADO directly on 01603 223473 then reported to the Chair of the School Advisory Board, Mrs Jenny Marchant. In the event that neither the Headmistress nor Chair of the School Advisory Board is contactable on that day, the information must be passed to and dealt with by the most senior member of staff.
- 13.6 The Headmistress, who is also the DSL, or Chair of the School Advisory Board will seek advice from the Intervention Team or LADO within one working day. No member of staff or the School Advisory Board will undertake further investigations before receiving advice from the Intervention team or LADO.

- 13.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headmistress or Chair of the School Advisory Board should firstly contact the Intervention Team at the Norwich Professional Development Centre on 01603 307711 or the LADO directly on 01603 223473. Further national guidance can be found at: Advice on whistleblowing. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.
- 13.8 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 DSL and Headmistress.
- 13.9 If staff have an allegation against the DSL and Headmistress, they should firstly contact the Intervention Team or LADO, then contact the Chair of the School Advisory Board, Mrs Jenny Marchant.
- 13.10 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or

would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at the school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

14 CONTACTS

For referrals – Children’s Services Customer Services

MASH Team

0344 800 8020

For a professional consultation:

MASH Team

0344 800 8020

Ofsted

0300 123 1231

Intervention Team

01603 307711

Local Authority Designated Officer (LADO)

01603 223473

NSPCC Whistleblowing Helpline

0800 028 0285

Norfolk and Norwich Hospital Team

01603 286353

Norfolk Police – Operational Commands Centre – 01953 424242

Dial 999 in an emergency

Disclosure and Barring Service

Helpline: 03000 200 190

15 RELEVANT POLICIES

To underpin the values and ethos of the school and the intent to ensure that children are appropriately safeguarded the following policies are also included under the school's safeguarding umbrella:

Staff Code of Conduct

Prevent

Anti-Bullying

Physical Contact

Recruitment

Whistleblowing

On-line Safety

Health and Safety

Equal Opportunities

Children with Disabilities

First aid

Educational visits including overnight stays

Mobile Telephones and Cameras

These policies are reviewed annually by the School Advisory Board and can be found on the school website, or by asking for copies from the School Office.

Recording Form for Safeguarding Concerns

Staff, students, volunteers and regular visitors are required to complete this form and pass it to Anita Barclay (Designated Safeguarding Lead), or in her absence, Zoë Cramer (Deputy Designated Safeguarding Lead) if they have a safeguarding concern about a child in Stretton School.

Full Name of Child	Date of Birth	Room	Your Name and Role in Setting

Nature of Concern/Disclosure	
<p>Please include where you were when the child made a disclosure or you became concerned, what you saw, who else was there, what the child said or did, and what you said.</p>	
Was there an injury? Yes/No	Did you see it? Yes/No
Describe the injury:	
Have you filled in the body map to show where the injury is and its approximate size? Yes/No	
Was anyone else with you? Who?	
Has this happened before? Yes/No	Did you report the previous incident? Yes/No
Who are you passing this information to? Name:	Date:
Position:	Time:
Your signature: Date:	

Action taken by DSL:

Parents informed? Yes/No (if No, state reason)

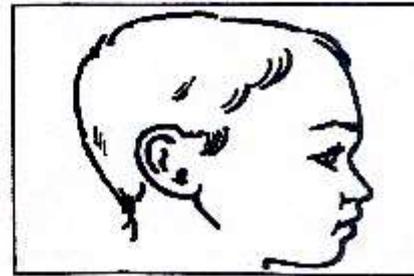
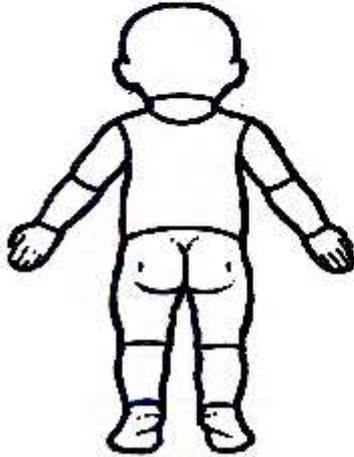
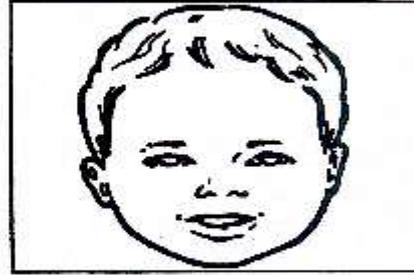
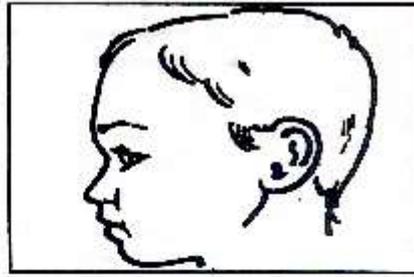
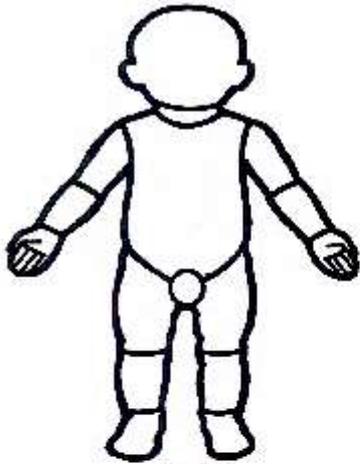
Who has received feedback?

DSL Name:

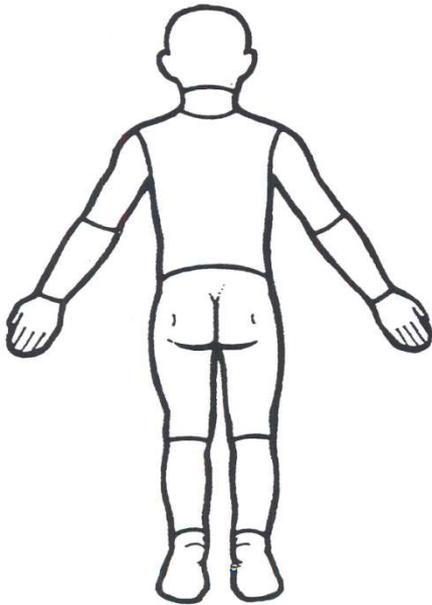
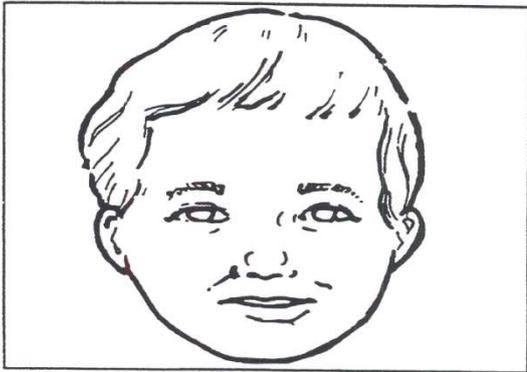
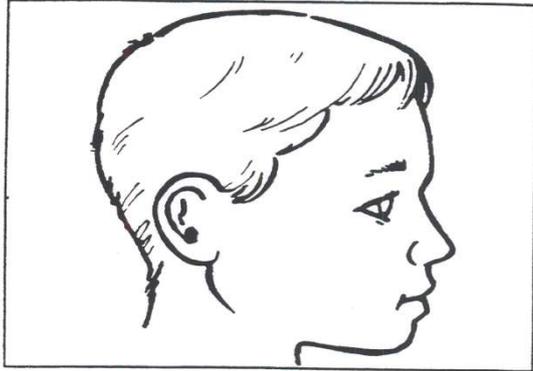
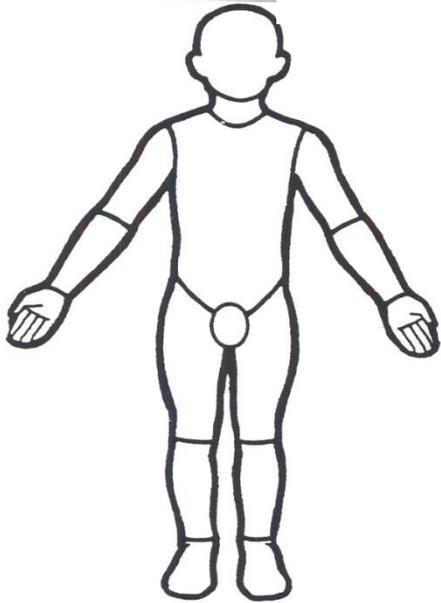
DSL Signature:

Date:

Young Child



Older Child



INDUCTION OF NEW STAFF
Record of Procedures Covered

Name of new Staff Member	Date and Time
Name of Staff Member carrying out Induction	
<p>Policy and Procedures (See Staff Policies File for full list)</p> <p>Detailed discussions surrounding:</p> <ul style="list-style-type: none"> - Safeguarding and Child Protection (including statutory guidance September 2016) - Prevent - Anti-Bullying - Anti-Cyber Bullying - Babysitting - Behaviour Management - Children with Disabilities - Equal Opportunities - First Aid and Administration of Medicines - Grievance and Disciplinary Procedures for staff - Health and Safety - Major Incident Contingency Plan - Missing Child - Mobile Telephones and Cameras - Non-collection of a child - No Smoking - Physical Restraint and Contact Policy - Recruitment - Settling In - Social Media - Staff Induction - Transitions - Whistleblowing 	
School Development Plan	
Fire Drill, Emergency Evacuation and Lock In Procedures	
Staff Code of Conduct	

Signed: Date:

Safeguarding Procedures
What I have learnt?

STAFF NAME:

You must attend Safeguarding training every three years, although there will be regular updates and training during staff meetings.

As part of your induction training, you should be able to answer the following questions:

1 The four categories of abuse are:

A).....B).....

C).....D).....

2 What legislation from 2016 does this summary of safeguarding apply to?

K.....

3 Name the Designated Safeguarding Lead (DSL) and Deputy DSL at Stretton School

.....

.....

4 What do the letters F.G.M stand for in relation to safeguarding?

.....

5 What does L.A.D.O stand for?

.....

6 What does M.A.S.H stand for?

.....

7 How would you recognise a child suffering from Neglect?

.....
.....
.....

8 Have you read and understood the Staff Code of Conduct?

YES / NO

9 Can you name the School Advisory Board member responsible for Safeguarding?

.....

10 Where can you locate the Safeguarding Policy?

.....

Please remember that Stretton School takes Safeguarding extremely seriously. You must always have in your mind **'IT COULD HAPPEN HERE'**.

Report any concerns regardless of the perceived magnitude – something that starts very small could escalate into a serious safeguarding issue if not reported. If in doubt, REPORT IT

I confirm that I have read and that I understand the Stretton School Safeguarding Policy. I understand that I have an active role in the safeguarding within the School.

Signed by

Print

Date

Appendix 3: Local Safeguarding Referral Procedures 2016



Norfolk County Council

NHS Great Yarmouth and Waveney



NHS Norfolk



NORFOLK
CONSTABULARY
Our Priority is You

NORFOLK MASH **Multi-Agency Safeguarding Hub: Referral Procedures**

Where an agency/organisation or worker has concern for the welfare or safety of a child they can make a telephone referral via Care Connect by telephone on 0344 800 8020.

A telephone referral must then be confirmed in writing using the form marked [NSCB1](#), within a maximum of 48 hours, ideally 24 hours. The completed NSCB1 can be:

- **Faxed to the MASH Team on 01603 762445**
- **Posted to: The MASH Team Manager, Floor 5, Vantage House, Fishers Lane, Norwich, Norfolk, NR2 1ET**
- **NSCB1 forms can also be e-mailed to MASH via mash@norfolk.gcsx.gov.uk but must only be sent from a secure email address.**

Safeguarding Consultation Line

You can request a professional consultation if you are not clear about how to support a family and require further advice about a child. This is provided by the MASH Team. In order to access this service call Customer Services on **0344 800 8020** and state that you request a professional consultation. This procedure replaces the consultation service previously offered by the local Duty Teams.

Please note that consultations should not be used in circumstances where you suspect immediate risk or harm to a child e.g. when the child has made a disclosure of abuse or you suspect the child is presenting with a non-accidental injury. In these circumstances, you should contact Customer Services and explain that you wish to make a referral.

Pre-existing Injuries Form

To be used to record any injuries or incidents that did **not** occur at Stretton School.

Child's Name	
Today's Date	
Date incident/injury occurred	
Circumstance of accident or injury	
Injury/visible marks	
Any treatment given	
Doctor or medical advice sought	
Additional Comments	
Parent's Signature	
Staff Signature	
Designated Safeguarding Lead	

Job Description

Position: **Designated Safeguarding Lead (DSL)**

Summary of the Post

The Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a pupil. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The DSL is supported by the Deputy Designated Safeguarding Lead who is the point of contact in the absence of the DSL to avoid any unnecessary delays in responding to a child/young person's needs. There will always be one of the Designated Safeguarding Officers on site.

Responsibilities

Undertake child protection training appropriate to the post every two years and supplement this training as necessary by attending training provided by Norfolk County Council.

Attend the Independent Schools Safeguarding Forum every term.

To lead in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the school.

Ensure that the policies are reviewed annually in conjunction with the School Advisory Board.

To have the skills and ability to identify signs of abuse.

Identify vulnerable children within the setting and ensure that all staff are made aware of who these children are.

To know how to refer concerns to the appropriate investigating agencies and when deciding whether to make a referral by liaising with relevant agencies.

To receive and coordinate referrals and arrange action and reviews.

Maintain confidential, detailed and accurate written records of child protection concerns and ensure that they are kept securely.

Ensure that children who are victims of abuse are supported appropriately and sensitively.

Act as a source of support, advice and give a level of expertise to all members of the school staff team on matters of safety and safeguarding.

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 that all staff have access to, and understand, the school's Safeguarding and Child Protection Policy, especially new and part time staff, and volunteers.

Ensure Induction for all new staff and volunteers covers safeguarding and child protection.

Undertake an annual review of all Safeguarding and Child Protection policies and procedures in conjunction with the safeguarding trainer member of the School Advisory Board.

Ensure that a copy of the school's Safeguarding and Child Protection Policy is available for all parents on both the website and as a hard copy.

Contribute to any Child Protection Conferences by either attending or ensuring the Designated Deputy Safeguarding Lead attends, providing written reports as required.

Ensure that relevant safeguarding files are obtained when a child transfers from another school.

Be part of the team who review and monitor any causes of concern relating to pupils which are raised in school.

Ensure the school is always presented positively within and beyond the setting and encourage a culture of listening to children and taking account of their wishes and feelings.

Maintain confidentiality at all times.

Liaise and coordinate with colleagues within the school and outside organisations regarding the Family Support Process; coordinate and monitor all referrals and recommendations within the school.

Ensure the school makes arrangements for the DSL to have sufficient time, funding and support to fulfil his/her child welfare and safeguarding responsibilities effectively.

Undergo Prevent Training and ensure all staff and volunteers have an understanding of what radicalization and extremism is and why we need to be vigilant in school.

Through training, ensure staff and volunteers know what the school policy is on tackling extremism and radicalization and how to respond when concerns arise.

Ensure through our curriculum that the school promotes the spiritual, moral, social and cultural development of pupils.

Ensure parents/carers and pupils know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.