

**UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION  
POLICIES AND PROCEDURES**

**DATE: 5<sup>th</sup> SEPTEMBER 2016**

|  |                        |                      |   |
|--|------------------------|----------------------|---|
| Date of last <b>central office</b> review: | <b>September 2016</b>  | Review Period:       | 1 year  |
| Date of next central office review:        | <b>September 2017</b>  | Owner:               | Director with responsibility for Safeguarding     |
| <b>Date of next school level review:</b>   | <b>September 2017</b>  |                      |   |
| Type of policy:                            | United Learning Policy | Local Governing Body | Recommends school policy for Group Board approval |
|  |                        | Group Board:         | Group Board approves United Learning Policy       |

|                      |   |   |
|----------------------|---|---|
| Policy Signed off on | Date: 26.09.16                                      | Date: 18.10.16  |
| Signed off by:       | Name: L. Nejrup<br>Signature:<br>Role: Head Teacher | Name: S. Atkinson<br>Signature:<br>Role: Chair of Governors |

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## UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICIES AND PROCEDURES

### Section 1: Safeguarding Policy

#### 1.1 Policy Statement

United Church Schools Trust and United Learning Trust, referred to throughout this policy as United Learning, is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010).

Silverdale Primary Academy recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard children
- Everyone who comes into contact with children and families has a role to play; and
- Everyone working with children maintains an attitude of 'it could happen here'.

Specifically, these responsibilities apply to all staff, governors and volunteers working in the school, including those working in Early Years Foundation Stage settings; to contractors and visitors during any interactions they may have with children, to Trustees, working in or on behalf of the school, and United Learning central office staff.

Silverdale Primary Academy Safeguarding Children Policy and Child Protection Policy and Procedures (hereafter referred to as 'the Policy') has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- The Children Act, 1989
- United Convention of the Rights of the Child, 1991
- Data Protection Act, 1998
- Sexual Offences Act, 2003
- Children Act, 2004
- Protection of Freedoms Act, 2012; and
- Relevant government guidance on safeguarding children, as follows:
  - [Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2016](#)
  - [Working Together to Safeguard Children, March 2015 \(Statutory guidance\)](#)
  - [Prevent Duty, July 2015](#)
  - ['What to do if you are worried a child is being abused' – Advice for Practitioners, March 2015](#)

In line with our [Provision of Information Policy](#), this policy conforms to locally agreed inter-agency procedures and is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures. (See Section 3).

**The welfare of children is paramount:**

- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children/young people, their parents/carers/guardians and other agencies is essential in promoting children/young people's welfare.

**Silverdale Primary Academy strives to keep children/young people safe by valuing them, listening to and respecting them, and through our policies, procedures and practices.**

- Adopting child protection practices through procedures and a Staff Behaviour Policy/Code of Conduct for staff and volunteers.
- Developing and implementing an Online Safety (e-safety) Policy and related procedures.
- Providing effective management for staff and volunteers through supervision, support and training.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Sharing information about child protection and good practice with children, parents/carers, staff and volunteers.
- Sharing concerns with agencies that need to know, and involving parents/carers/guardians and children/young people appropriately.
- Ensuring that safeguarding responsibilities are appropriately addressed in all related policies and procedures.

**1.2 Policies that come under the 'umbrella' term of Safeguarding**

Silverdale Primary Academy understands that safeguarding is intrinsic to all that we do and requires a consistent whole school ethos and approach. The tables below demonstrate how safeguarding is at the core of many of our policies and procedures; and that the term 'safeguarding' is an overarching one.

# Safeguarding (Table 1)

| Safeguarding (Universal)  | Child Protection (Risk of Significant Harm)  | E-Safety  | Medical (Health and Well-being)   | Health and Safety  | HR  |   | Other Statutory Documents  |
|---|--|---|---|--|---|---|--|
|   |  |   |   |  | Safer Recruitment   | Communication/ External   |  |
| <p><b>United Learning Safeguarding Children Policy and Child Protection Procedures</b></p> <p><b>Mandatory School Based Policies</b></p> <ul style="list-style-type: none"> <li>- SEND</li> <li>- Pupil Behaviour</li> <li>- Sex Education</li> </ul> <p><b>Non-Mandatory School Based Policies:</b></p> <ul style="list-style-type: none"> <li>- Anti Bullying</li> <li>- Exclusion</li> <li>- Attendance</li> <li>- Register of Pupil admissions to School</li> <li>- Register of attendance</li> <li>- EYFS</li> <li>- Supervision of Staff</li> <li>- Safe Handling/ Restraint</li> </ul> | <p><b>United Learning Safeguarding Children Policy and Child Protection Procedures</b></p> <p><b>Non- Mandatory School Based Policies:</b></p> <ul style="list-style-type: none"> <li>- E-Safety</li> <li>Preventing Radicalisation</li> <li>Sexting</li> <li>Cyberbullying</li> <li>- Missing Children From Education</li> <li>From Home/Care</li> <li>- CSE</li> <li>- FGM</li> <li>- Restraint/Safe Handling</li> <li>- Abuse &amp; Neglect DV, Faith Abuse, Gangs &amp; Youth Violence, Gender Based Violence, Private Fostering, Teenage Relationship Abuse, Trafficking, Medical.</li> </ul> | <p><b>United Learning Safeguarding Children Policy and Child Protection Procedures</b></p> <ul style="list-style-type: none"> <li>- Filtering, Monitoring &amp; Reporting Policy</li> <li>- Procedures for responding to specific online incidents and concerns</li> <li>- Electronic Device Searching</li> <li>- Mobile Device and Phone Policy</li> <li>- Social Media Policy</li> <li>- Images Policy</li> </ul> | <p><b>Mandatory School Based Policies</b></p> <ul style="list-style-type: none"> <li>- SEND*</li> <li>- Sex Education*</li> </ul> <p><b>Non-Mandatory School Based Policies</b></p> <ul style="list-style-type: none"> <li>- First Aid</li> <li>- Mental Health</li> <li>- Drug &amp; Substance Abuse</li> <li>- Self-harm</li> <li>- Well-being</li> </ul> | <p><b>United Learning Group Health and Safety Policy</b></p> <ul style="list-style-type: none"> <li>- Transporting Pupils</li> <li>- Educational Visits and Outdoor Activities</li> <li>- Supervision of Pupils</li> <li>- Site Security</li> <li>- CCTV</li> <li>- Evacuation</li> <li>- UL Behaviour of Visitors*</li> </ul> | <p><b>United Learning Policies:</b></p> <ul style="list-style-type: none"> <li>- UL Safeguarding Children - HR Procedural Guidance</li> <li>- UL Recruitment &amp; Selection Policy</li> <li>- Annual Staff-Student Relationship Letter &amp; Guidance</li> <li>- Annual Acceptable Use of Technology*</li> <li>- United Learning Whistleblowing Policy</li> <li>- UL Guidance on Dealing with Allegations of abuse against Teachers and other Staff</li> </ul> <p><b>School Based:</b></p> <ul style="list-style-type: none"> <li>- Staff Behaviour/ Code of Conduct</li> <li>- Central Record of Recruitment and Vetting</li> </ul> | <ul style="list-style-type: none"> <li>- UL Behaviour of Visitors*</li> <li>- UL Equality guidelines</li> <li>- UL Disciplinary Policy</li> <li>- Group Guidelines for Professional Conduct</li> <li>- UL Employee Data Protection Policy</li> <li>- Freedom of Information</li> <li>- UL Grievance Procedures</li> </ul> <p><b>School Based:</b></p> <ul style="list-style-type: none"> <li>- Complaints procedure</li> <li>- Admissions arrangements</li> <li>- Accessibility plan</li> </ul> | <ul style="list-style-type: none"> <li>- Keeping Children Safe in Education, September 2016</li> <li>- What to do if you suspect a child is being abused, March 2015</li> <li>- Prevent Duty, July 2015</li> <li>- FGM Reporting Duty, October 2015</li> </ul> |

| Policies related to Safeguarding (Table 2)  | Date      | Owner            | Renewal Date | Policies related to Safeguarding  | Date          | Owner          | Renewal Date |
|---|-----------|------------------|--------------|---|---------------|----------------|--------------|
| <b>United Learning Mandatory Policies</b>   |           |                  |              | Intimate Care   |               | HJ             |              |
| UL Safeguarding Children and Child Protection Policies and Procedures                                   | Sept '16  | Central Office   | Sept '17     | First Aid   | May 15        | DC             |              |
| SEND (website)  | Sept 14   | SD               |              | Mental Health   |               |                |              |
| Sex Education(website)  | Feb 15    | LN               |              | PHSE including sex & relationships (SRE) & drug education   | Feb 16        | CH             |              |
| <b>Universal</b>  |           |                  |              | <b>Health &amp; Safety</b>  |               |                |              |
| Anti-Bullying   | April 16  | LN               |              | Transporting Pupils   |               |                |              |
| Exclusion   |           | LN               |              | Educational Visits & Outdoor Activities   |               | LN             |              |
| Attendance  | June 16   | RB               |              | Supervision of Pupils   |               |                |              |
| EYFS  |           | HJ               |              | Site Security   |               | DC             |              |
| Register of Pupil admissions to School  |           | DV               |              | CCTV  |               |                |              |
| Register of attendance  |           | RB               |              | Evacuation  |               | DC             |              |
| Restrictive Physical Intervention   | Spring 15 |                  |              | <a href="#">UL Behaviour of Visitors</a>  | August '13    | Central Office |              |
|   |           |                  |              | <b>HR – Safer Recruitment</b>   |               |                |              |
| <b>Technology (NB some aspects of technology do not sit within safeguarding. Those listed below do)</b> |           |                  |              | <a href="#">UL Safeguarding Children - HR Procedural Guidance</a>                                 | September '16 | Central Office | August '17   |
| <a href="#">Filtering, Monitoring &amp; Reporting Policy</a>  | Sept '16  | Central Office   | Sept '17     | <a href="#">UL Recruitment &amp; Selection</a>  | August '16    | Central Office | August '17   |
| Procedures for responding to specific online incidents and concerns                                     | Sept '16  | Central Office   | Sept '17     | <a href="#">Annual Staff-Student Relationship Letter &amp; Guidance</a>                           | July '16      | Central Office | July '17     |
| <a href="#">Electronic Device Searching</a>   | Sept '16  | Central Office   | Sept '17     | <a href="#">Annual Acceptable Use of Technology</a>   | July '15      | Central Office |              |
| <a href="#">Mobile Device and Phone Policy</a>  | Sept '16  | Central Office   | Sept '17     | <a href="#">UL Whistleblowing Policy</a>  | February '16  | Central Office | February '17 |
| Annual Acceptable Use of Technology (See HR)  | July '15  | Central Office   | August '16   | <a href="#">UL Guidance on Dealing with Allegations of abuse against Teachers and other Staff</a> | August '16    | Central Office | August '17   |
| <a href="#">Images Policy</a>   | Sept '16  | Central Office   | Sept '17     |   |               |                |              |
| <a href="#">Social Media Policy</a>   | Sept '16  | Central Office   | Sept '17     | Staff Behaviour/ Code of Conduct  |               | LN             |              |
| <b>Child Protection</b>   |           |                  |              | Central Record of Recruitment and Vetting   |               | DC             |              |
| Child Protection  | Sept '16  | Central Office   | Sept '17     | <b>HR - Communication/ External</b>   |               |                |              |
| Preventing Radicalisation   | Sept 16   | LN               |              | <a href="#">UL Equality guidelines</a>  | May '16       | Central Office |              |
| Sexting / Cyberbullying   | Oct 16    | LN               |              | <a href="#">UL Disciplinary Policy</a>  | May '15       | Central Office |              |
| Children Missing from Education   | April 15  | Staffs Authority |              | <a href="#">Group Guidelines for Professional Conduct</a>   | May 15        | Central Office |              |
| Children Missing from Home/Care   |           |                  |              | <a href="#">UL Employee Data Protection Policy</a>  | May '15       | Central Office |              |
| CSE   |           |                  |              | Freedom of Information  |               | LN             |              |
| FGM   |           |                  |              | <a href="#">UL Grievance Procedures</a>   | May '15       | Central Office |              |
| FM  |           |                  |              | Complaints procedure  |               | LN             |              |
| <b>Medical</b>  |           |                  |              | Admissions arrangements   |               | LN             |              |
| Supporting Pupils with medical plans  | Sept 16   | RB               | Various      | Accessibility plan  |               | LN             |              |

### 1.3 Review Process

#### 1.3.1 The Review Process

- The Policy will be reviewed by central office (Lead Safeguarding Officer) annually or as events, or legislation requires.
- The Designated Safeguarding Lead, Head Teacher, Nominated Safeguarding Governor at Silverdale Primary Academy will also review the Policy annually, or as events, or legislation requires, ensuring that the content specific to their school and local authority is accurate, prior to approval by their Local Governing Body.
- These documents will then be ratified by the United Learning Group Board, (USCT Trustees).
- Any deficiencies or weaknesses identified will be remedied without delay.

#### 1.3.2 Review Timescales

|  |                       |
|--|-----------------------|
| Commencing April 2015, the Policy will be reviewed annually, as set out below: |                       |
| Policy reviewed centrally:   | April                 |
| Policy personalised by schools:  | May                   |
| School level Policy ratified by Local Governing Bodies:                        | May - June            |
| Individual school level Policy approved by the Group Board                     | July – December       |
| Implementation of Group Policy   | September 2015        |
| <b>First Annual Review</b>   | <b>June 2016</b>      |
| <b>Implementation of Reviewed Policy</b>                                       | <b>September 2016</b> |

#### 1.3.3 In Year Policy Review Dates

| Review Date           | Changes Made  | By Whom                               |
|-----------------------|---|---------------------------------------|
| July 2015             | Inclusion of Prevent Duty   | United Learning Central Office        |
| September 2015        | Inclusion of Overseas and Prohibition from Management checks.     | United Learning Central Office        |
| October 2015          | Inclusion of statutory duty to report FGM.                        | United Learning Central Office        |
| January 2016          | Inclusion of EEA Checks   | United Learning Central Office        |
| March 2016            | Updates to links following move to the United Hub                 | United Learning Central Office        |
| <b>June 2016</b>      | <b>Reordered and updated to reflect changes in KCSIE May 2016</b> | <b>United Learning Central Office</b> |
| <b>September 2016</b> | <b>Updates to reflect changes in KCSIE September 2016</b>         | <b>United Learning Central Office</b> |
| <b>September 2016</b> | <b>Personalise to school and SSCB</b>                             | <b>L Nejrup<br/>R Barlow</b>          |

#### 1.4 Roles and Responsibilities of Trustees

The United Learning Group Board of Trustees retains statutory responsibility for ensuring that all legal responsibilities in connection with safeguarding, child protection and safer recruitment are discharged. This responsibility is invested in:

- **Darran Lee**, Primary Director, and United Learning's Designated Senior Person.

Responsibility for all safeguarding and child protection matters, other than safer recruitment, is delegated by United Learning's Designated Senior Person to the Head teacher of Silverdale Primary Academy, and the school's Designated Safeguarding Lead to act on behalf of the United Learning Group Board and ensure that child protection policies and procedures are compliant with local authority guidance and locally agreed inter-agency procedures. Support to United Learning's Designated Senior Person is provided by United Learning's Lead Safeguarding Officer, who will work closely with schools.

Responsibility for safer recruitment is delegated to the Head teacher of Silverdale Primary Academy, supported by the central office HR team and responsibility for ensuring that policies and procedures are complied with is delegated to the Designated Safeguarding Lead at Silverdale Primary Academy; who, within his/her duties, will keep the Head teacher and the Lead Safeguarding Officer for United Learning informed of any issues and ongoing investigations which:

- Lead to any referral to the designated officer(s) from the local authority (which could result in, or has resulted in, a strategic case meeting being called)
- Relate to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead for Silverdale Primary Academy judges may result in disciplinary action being taken.

(See Annex A12: Reporting a Safeguarding Concern to United Learning - Template form for use by schools).

These matters will then be raised with United Learning's Designated Senior Person who will report to the Group Board, as necessary.

#### 1.5 Key Principles

This policy and its associated procedures will ensure that Silverdale Primary Academy practices safer recruitment in checking the suitability of staff and volunteers to work with children by completing all necessary checks required by the DfE; and storing and maintaining this information on a Single Central Record (SCR). See [United Learning Safeguarding Children – HR Procedural Guidance September 2016](#)

In accordance with [Working Together to Safeguard Children, March 2015](#) (Page 5) Silverdale Primary Academy understands that safeguarding is everyone's responsibility and is committed to safeguarding and promoting the welfare of children by:

- Protecting children from maltreatment;
- Preventing impairment of their health and 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.

In order to do this, we will raise awareness of child protection issues, and equip children with the skills they need to keep themselves safe. We will develop and implement robust procedures for identifying and reporting cases, or suspected cases, of abuse; and will support pupils who have been abused. We will work in accordance with agreed child protection plans and will establish a safe environment in which children can learn and develop.

Silverdale Primary Academy will be vigilant in respect of the specific safeguarding issues highlighted in [Keeping Children Safe in Education, September 2016](#) and ensure that the needs of Looked After Children and those with Special Education Needs or disabilities are recognised as being particularly vulnerable.

We will ensure that all staff, governors, volunteers; and contractors adhere to the school's child protection procedures. (See Annex A2: [United Learning Staff Student Relationship Letter and Guidance, September 2016](#)).

Silverdale Primary Academy recognises that it has both statutory and pastoral responsibilities for the well-being of its pupils; and, in keeping with our aims and ethos, the well-being and safety of pupils is of paramount importance, and it is the responsibility of everyone who comes in to contact with pupils to be vigilant and report any incidents of child abuse and other safeguarding concerns.

These responsibilities include having robust safeguarding and child protection procedures in place, to ensure:

- The identification of students at risk of suffering significant harm;
- Raising awareness of all staff through effective communication and training
- The referral of all disclosures to the appropriate agencies
- Effective working relationships with the local Police, Local Safeguarding Children Board, Social Care, Health, and other relevant external agencies; and
- The delivery of an effective curriculum which enables pupils to stay safe from harm.

[United Learning Safeguarding Children – HR Procedural Guidance \(September 2016\)](#) should be read in conjunction with other relevant United Learning HR policies, procedures and guidance and school based policies.

## 1.6 Monitoring and Evaluation

At Silverdale Primary Academy we monitor and evaluate our [Safeguarding Children and Child Protection Policies and Procedures](#) document and related policies via the following processes:

- Local Governing Body visits to the school
- Senior Leadership Team 'drop ins' and discussions with staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of Local Governing Body minutes
- Logs of Bullying, Racist, and Behavioural Incidents
- Review of parental concerns and parent questionnaires
- Review of specific resources for all vulnerable groups, including one to one support, Family Liaison Officer Support, lunchtime provision, Counselling, before and after school clubs etc

This analysis will be discussed during regular meetings between the Head teacher, the Chair of Governors and the United Learning Director and Education Advisers; and during Safeguarding Audits completed by the United Learning Lead Safeguarding Officer. Local Governing Body checks on the effectiveness of safeguarding will be reported in termly minutes of meetings.

## 1.7 Adoption of this Policy

Silverdale Primary Academy has adopted the United Learning Group Safeguarding Policy and Child Protection Procedures, including details of the local arrangements, to ensure that this document meets the standards required.

## **Section 2: Safeguarding: A Whole School Approach**

### **2.1 What is Safeguarding?**

#### **Safeguarding is everyone responsibility.**

Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.

(Working Together to Safeguard Children March 2015 – Page 5)

### **2.2 Safeguarding Induction**

**Silverdale Primary Academy recognises that safeguarding children is the single most important duty that we undertake.**

To ensure that everyone working within our school understands their roles and responsibilities and always act in the best interests of the child, we provide a comprehensive safeguarding induction, which includes child protection, e-safety and Prevent duty information.

- Safeguarding Induction is completed preferably before commencement of post or on first day
- On line PREVENT training and Child Protection training Level 1 is completed before post commences
- Induction folder is provided with all relevant policies to be read on first day or prior to the start date

**This is provided to:**

- All staff
- all volunteers
- all agency staff (e.g. supply teachers)
- all contractors

For agency staff and contractors, this is in addition to the training that they receive and is verified by their own agency or employer; and is provided to ensure that the safeguarding procedures within our school are followed.

### 2.3 Safeguarding Induction Programme and Whole School Training

Silverdale Primary Academy ensures that everyone receiving safeguarding induction reads and understands Part One and Annex A of [Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges](#), September 2016; and considers the implications of it, in relation to the work undertaken within, and on behalf of the school.

- As appropriate to their role and responsibilities, senior staff and members of the safeguarding team and members of the local governing body will also be required to read the complete guidance.
- All staff and volunteers are required to sign to confirm:
  - Attendance at Safeguarding Induction Training, which includes Child Protection, Online Safety (e-Safety) and the Prevent duty.
  - 'Keeping Children Safe in Education, September 2016': Part One
  - 'Keeping Children Safe in Education, September 2016': Annex A
  - School's Safeguarding Children Policy and Child Protection Policy and Procedures document
  - School's Online Safety (e-Safety) Policy and related policies
  - School's Prevent documents (e.g. Prevent duty, statement, risk assessment or policy)
  - United Learning Whistleblowing Policy
  - United Learning Annual Staff Student Relationship Letter and Guidance
  - United Learning Annual Acceptable Use of IT agreement
  - Childcare Disqualification Requirements and Disclosure by Association (as appropriate).
  - School's Behaviour Policy/Code of Conduct
  - School's Children Missing Education Policy
- A copy of the signed documents will be retained by the school as part of our Safer Recruitment procedures.
- This Safeguarding Induction Programme will be followed up with at least annual safeguarding training.

### 2.4 Keeping Children Safe in Education Statutory Guidance for Schools and Colleges, September 16

For Keeping Children Safe in Education (whole document), [click here](#)

### 2.5 Keeping Children Safe in Education, Part One

For Part One, [click here](#)

### 2.6 Keeping Children Safe in Education, Annex A

For Annex A, [click here](#)

### 2.7 What to do if you are worried a child is being abused - Advice for practitioners

For What to do if you are worried about a child is being abused, [click here](#)

## 2.8 What to do when you have a safeguarding concern

- Details of the child protection procedures at Silverdale Primary Academy are provided in Section 4.
- These procedures should be followed by all staff, in the knowledge that all concerns, however small they may seem, will be taken seriously.
- If concerns continue, staff should raise these through the appropriate channels.

## 2.9 What to do if a Child is at Risk of Immediate Harm

### **If you are seriously concerned about a child's immediate safety, always dial 999.**

If, at any point, there is risk of immediate harm to a child a referral should be made to children's social care 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. Concerns should always lead to help for the child at some point.

(Keeping Children Safe in Education).

### **Making referrals**

Where a child is registered at Silverdale Primary Academy, consultation must take place with the Designated Safeguarding Lead (or named deputy according to the organisation's procedures – any variations should be detailed within this policy) who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the schools internal recording form. This should then be given to the Designated Safeguarding Lead (or Deputy if DSL unavailable) who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the Designated Safeguarding Lead to the relevant Children's Social Care team in that area.

As per statutory government guidance 'Keeping Children Safe in Education', anybody **can** make a referral. However, due to the role of the Designated Safeguarding Lead this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy Designated Safeguarding Lead, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. In these circumstances, the Designated Safeguarding Lead must be informed about the referral as soon as possible.

For referral to First Response phone 0800 1313126. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multi agency form is available from the SSCB website (procedure 3B): [www.staffsscb.org.uk](http://www.staffsscb.org.uk)

### **Section 3: Child Protection Policy**

#### **3.1 Safeguarding Children**

Silverdale Primary Academy understands that safeguarding children is our single most important responsibility.

- We teach children about safeguarding and how to keep safe.
- Children's wishes and feelings are taken into account when we are determining what action to take and what services to provide.
- We encourage children to express their views and give feedback e.g. School Assemblies, Pupil Questionnaires, School Council.
- We support vulnerable children to do this through Buddying systems, School Council, Pupil Conferencing, 1:1 tuition, Circle Time.
- Our governing body and United Learning Trustees ensure that:
  - Training is provided to all staff that clearly explains that staff must not agree confidentiality and must always act in the best interests of the child.
  - Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB. This includes understanding and reflecting local protocols for assessment and the LSCB's threshold document along with supplying information as requested by the LSCB.
  - In accordance with the Data Protection Act 1998 Silverdale Primary Academy process personal information fairly and lawfully, it recognises that this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. We understand that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

#### **3.2 Safeguarding Information for Pupils**

**At Silverdale Primary Academy we believe that:**

**All children have the right to be listened to, the right to be heard.**

**All children have the right to feel safe, to be safe and protected from harm.**

Silverdale Primary Academy promotes its belief that as children, our pupils have the right to achieve their full potential regardless of their ethnicity, religion, gender, orientation, ability, or disability.

We strive to ensure our pupils have the ability to:

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

At Silverdale Primary Academy we will teach children to understand and manage risk, through our:

- PHSE lessons
- Other lessons, such as Drama
- Assemblies and Special Days
- E-Safety Programme
- Anti-Bullying Programme.

## **Confidentiality**

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding children and child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

**As the pupils of Silverdale Primary Academy we want you to know that:**

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

**Any pupil concerned about their safety can talk to one of the school's Safeguarding Team, or a member of staff who you feel able to talk to.**

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children's social care departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children's social care. Information may also be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. The school / college follow the information sharing guidance provided by the government and the SSCB in considering the sharing of personal information when there are safeguarding concerns.

The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or Children's Social Care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department or United Learning Legal Services.

When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners. For example, a process is in place for informing the school nurse team in these circumstances.

### Talking and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said.

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

In regard to children with communication difficulties or those who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

### 3.3 Working in Partnership with Parents/Carers/Guardians

At Silverdale Primary Academy:

- We are committed to working with parents/carers/guardians positively, openly and honestly.
- We ensure that parents/carers/guardians are treated with respect, dignity and courtesy.
- We respect parents'/carers'/guardians' rights to privacy and confidentiality and will not share sensitive information unless we have permission; or it is necessary to do so in order to protect a child.
- We share a purpose with parents/carers/guardians to educate and keep children safe from harm and to have their welfare promoted.
- Any referral made to social care (Staffordshire Safeguarding Child's Board SSCB) is shared with parents beforehand, unless it is inappropriate to do so; and as a school we will ensure regular contact with parents/carers/guardians of all pupils.
- All staff have the skills and understanding to keep children safe who have Special Education Needs or disabilities.

### 3.4 Confidentiality and Sharing Information

#### Silverdale Primary Academy

- Recognises and complies with its duties under current Data Protection legislation.
- Ensures the confidentiality of its pupils and their families.
- Ensures confidentiality so that evidence is not compromised.
- Only shares information on a 'Need to Know' basis, and this decision is taken by the Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead.
- Keeps all Child Protection information securely.
- Ensures that all information is processed for limited purpose, is adequate, relevant and not excessive, is accurate, retained and processed in accordance with data subject's rights.
- All child protection information is held in a locked cupboard in the Head Teachers office.
- Every effort is made to prevent unauthorised access and sensitive information is not stored on laptop computers, which, by the nature of their portability, could be lost or stolen. All laptops should have encrypted hard drives to prevent access to information should the device be lost or stolen.
- If it is necessary to store Child Protection information on portable media, such as a CD or flash drive, these items must be encrypted and kept in locked storage.
- Child Protection information is stored separately from the pupil's school file and the school file is 'tagged' to indicate that separate information is held.
- Child Protection Records are normally exempt from the disclosure provisions of the Data Protection Act, which means that pupils and parents do not have an automatic right to see them. If a member of staff receives a request from a pupil or parent to see Child Protection Records, request will be referred to the Head Teacher, and to Alison Hussain at Central Office ([Alison.Hussain@unitedlearning.org.uk](mailto:Alison.Hussain@unitedlearning.org.uk)).

The Data Protection Act does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child **and is in the child's best interests.**

#### Silverdale Primary Academy recognises that:

- It is essential to establish positive and effective working relationships with outside agencies.
- There is a joint responsibility on all these agencies to share information to ensure that all children are safeguarded.
- We share information:
  - To ensure the fullest possible picture of the child's circumstances
  - To enable practitioners to assess the needs of the child properly
  - To co-ordinate and improve service provision to the child and family
  - To protect other adults and children.
- Examples of when it is necessary to share information include if:
  - A child seems hungry, or inappropriately dressed, or has hygiene concerns
  - A child's behaviour is concerning: aggressive, or withdrawn, or unhappy, or overly familiar, or sexually inappropriate
  - There is a suspicion or evidence that the child has an injury; e.g. the child has awkward or protective movement; has bruising, marks, cuts or burns
  - Things said by, or about the child that are concerning.
- Staff are aware that low level issues should be shared with support and/or senior teaching staff as soon as possible.

- In line with [Keeping Children Safe in Education, September 2016](#) (Pages 7-8 Paragraphs 21-27) and the [Prevent duty, July 2015](#).
  - Safeguarding and child protection concerns about the child will be reported to the Designated Safeguarding Lead or in their absence the Deputy Designated Safeguarding Lead. This should be done as soon as possible and before the end of the day. The Designated Safeguarding Lead (or equivalent) will decide who else needs to have this information.
  - **However, if at any point, there is a risk of immediate serious harm to a child a referral should be made to social care immediately, and anybody can make this referral.**
  - If staff have concerns about another staff member they will be referred to the Head Teacher.
  - Where the concerns are about the Head Teacher they will be referred to the Chair of Governors. ([See also Keeping Children Safe in Education, September 2016, Part 4](#))
  
- In line with [Working Together to Safeguard Children, March 2015](#) (Pages 16-17 & Page 71) we follow inter-agency information sharing protocols. We:
  - Discuss with the child and their family the involvement of other agencies and how and who you will share information with and gain their consent where appropriate. The only time we would not share information with the family would be if it could potentially put the child at further risk of harm to do so.
  - Share all appropriate information as early as possible with practitioners and organisations who are currently working with, or due to work with a child.
  - Discuss and share any assessments or reports with the child and their family and include their views even if they differ from our own.
  - Seek permission before expressing the views of another agency or practitioner to a child, parent/carer/guardian.
  - Notify Children's Services if a child subject to a Child Protection Plan has an unexplained absence from school.
  - Having confirmed that a child is changing school, the Designated Safeguarding Lead will confirm their safe arrival; and will transfer their child protection file as soon as possible, separately from the main pupil file and via secure transit, and confirm safe receipt thereof.

Silverdale Primary Academy recognises that:

- Staff may need to seek support themselves if they are distressed.
- Staff can speak with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in confidence.
- If staff seek support from external agencies they must adhere to the requirements of strict confidentiality at all times.

### 3.5 Safeguarding Training

Silverdale Primary Academy provides safeguarding training that enables all staff to understand the roles and responsibilities that they have in relation to keeping children safe. Staff receive regular safeguarding updates, as required and at least annual training, to provide them with relevant skills and knowledge to safeguard children effectively.

#### 3.5.1 Head teacher

The Head Teacher has received Level 3 Safeguarding Training.

### **3.5.2 Designated Safeguarding Lead/s**

- DSL/s complete appropriate training, and at least annual update training.
- This training will include child protection, Online Safety (e-safety) and Prevent, where there have been any changes in statutory requirements, or the local procedures have been updated.
- This training will be undertaken in accordance with Local Safeguarding Children Board (LSCB) procedures, and in line with Keeping Children Safe in Education, September 2016.

### **3.5.3 Deputy Designated Safeguarding Lead/s**

Deputy DSLs will complete training to the same level as the Designated Safeguarding Lead, and will cover for them when they are unavailable.

### **3.5.4 All Existing Staff**

All staff must undertake at least annual safeguarding training and receive any in year safeguarding updates. This training must equip all staff to demonstrate an understanding and the delivery of their safeguarding responsibilities.

Refresher training should include updates of child protection, Online Safety (e-safety) and Prevent procedures.

### **3.5.5 All New Staff**

All new staff and agency staff complete safeguarding induction training.  
Please see Section 2 (2.3)

### **3.5.6 Agency Staff and Periphetetic Staff**

All agency and periphetetic staff complete safeguarding induction training.

### **3.5.7 Governors**

Governors receive appropriate training which includes;

- **Level 1 Safeguarding Training**
- **On line or face to face PREVENT training**
- **At least one Governor has Safer Recruitment Training**
- **Invited to any further staff training updates on Safeguarding**

### **3.5.8 Volunteers**

**Volunteers receive appropriate awareness of safeguarding procedures during the induction process with involves Safeguarding Child Protection Procedures, KCSIE 2016 Part (1) and Key Health & Safety & Safeguarding Responsibilities.**

**The Designated Safeguarding Lead will retain records of all child protection and safeguarding training accessed by staff and volunteers.**

### **3.6 Safer Recruitment Training**

Safer Recruitment training has been undertaken by 4 members of staff and **at least one governor.**

### **3.7 Lettings**

As part of our commitment to safeguarding all children and vulnerable adults in our community, Silverdale Primary Academy requires all lettings to provide details of the named child protection lead for any event involving under 18's; and confirmation that staff have undergone appropriate safer recruitment checks and training.

### **3.8 Safeguarding Training Records**

*The training record can be found in Annexe A13.*

## UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICIES AND PROCEDURES

### Section 4: Child Protection: A Whole School Approach

#### 4.1 Safer Recruitment

Silverdale Primary Academy operates safer recruitment procedures and is committed to doing its utmost by complying with procedures set out in:

- [Keeping Children Safe in Education](#), Information for all school and college staff, September 2016 (Part 3)
- [United Learning Safeguarding Children – HR Procedural Guidance](#) , September 2016
- [United Learning Recruitment and Selection Policy](#), August 2016
- [United Learning Whistleblowing Policy](#), February 2016

**4.1.1 As identified in our Child Protection Policy (Section 3.7) the following staff and governors have undertaken Safer Recruitment training:**

| Staff member           | Course and Qualification              | Date             |
|------------------------|---------------------------------------|------------------|
| Rachel Nevins Stanford | NSPCC Safer Recruitment Online course | 29 June 2015     |
| Simon Davies           | NSPCC Safer Recruitment Online course | 20 August 2015   |
| Deborah Cowie          | Staffordshire County Council A Grade  | 22 March 2011    |
| Lindi Nejrup           | Staffordshire County Council A Grade  | 13 November 2013 |
| Gill Adamson           | Staffordshire County Council A Grade  | 15 January 2009  |

**4.1.2 Safer recruitment means that all applicants are required to:**

- Complete an application form
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Be checked through the disclosure and barring service as appropriate to their role
- Be subject to a Prohibition Order check if applying for a teaching position
- Provide evidence for right to work in the United Kingdom
- Assist in the completion of overseas checks, (as appropriate)
- Be subject to checks carried out to ensure that individuals are not disqualified under the [Childcare \(Disqualifications\) Regulations 2009](#) including barred by association, as appropriate to the role, (as appropriate).
- Be subject to a Section 128, Prohibition from Management check, (as appropriate).
- Be subject to EEA check, (as appropriate)
- Be interviewed
- Provide evidence on medical fitness (mental and physical).

In addition, the school will:

- Obtain assurance that the appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's students on other sites.

#### 4.1.3 New members of staff will:

- Undergo an induction that includes familiarisation with the school's Safeguarding Children Policy and Child Protection Procedures, Online Safety (e-Safety) training and the Prevent duty; and assist with the identification of their further child protection training needs.
- Read and demonstrate an understanding of [Part 1 of Keeping Children Safe in Education, September 2016](#)

#### 4.1.4 All staff are required to:

- Take part in at least annual safeguarding and child protection training
  - Sign annual safeguarding agreements and disclosures, (as appropriate) as set out above...
- Any children on off-site provision, we keep in regular contact to ensure safety and registers are kept up to date daily and compliant. We maintain regular contact with parents and make visits where appropriate to the setting.
  - All organisations that provide a service or activity on school site are inducted in safeguarding procedures;
    - All visitors and supply staff are provided with our induction pack containing our Safeguarding Child Protection Procedures, KCSIE 2015 Part (1) and Key Health & Safety & Safeguarding Responsibilities. They are requested to sign that they have read the information and this is then kept on file.

## 4.2 Child Protection

### Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

#### Records should:

- state who was present, time, date and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed by the recorder.

Records about child protection or pertaining to welfare concerns or issues, including EHA paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the DSL of the receiving school or college.

### Thresholds for Intervention:

#### Early Support: Early Help Assessment

Practitioners should complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or

- The support of more than one additional agency is needed to meet the child or young person's needs.

All staff receive EHA awareness training (Designated Safeguarding Lead needs to ensure staff are familiar with EHA processes). Staff should discuss children who appear to have additional needs with the DSL or EHA Lead, the child and parents. The school will need to obtain parental/pupil consent for an EHA to be completed.

The school EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). Staff will follow the guidance of the SSCB Threshold Document - accessing the right help at the right time ([www.staffsscb.org.uk](http://www.staffsscb.org.uk) – procedure 1E). The school will inform the LST Co-coordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family.

### **Child in Need - S17 of the Children Act 1989:**

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

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

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

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

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

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need. This could include children who self harm or disclose an intent to commit suicide (SSCB procedure 4U).

### **Child Protection (S47 Children Act 1989)**

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines the likelihood that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its

duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development.

### **Attendance at Child Protection Conferences**

The Designated Safeguarding Lead or their deputy will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report. (A suggested template for this report is available on [Staffordshire Education Safeguarding Advice](#))

Parents should be informed of what is in the report as there should be no surprises about the information shared at a Child Protection Conference.

(See Flowchart: Action when a child has suffered or is likely to suffer harm (Keeping Children Safe in Education, July 2015 – Page 9).

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the Designated Safeguarding Lead.

### **Allegations of abuse against a person working in a position of trust**

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children in relation to any staff member or volunteer is therefore taken seriously.

In line with government guidance and SSCB procedures, the Head Teacher/ Chair of Governors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (*Keeping Children Safe in Education April 2015*)

This initial discussion will establish the validity of any allegation under SSCB procedures ([www.staffsscb.org.uk](http://www.staffsscb.org.uk) procedure 4A) and if child protection enquiries may be required due to a child having possibly suffered, or being at risk of suffering, 'significant harm'. If this is the case a referral will be raised with the relevant social care safeguarding team and a section 47 child protection strategy meeting will be convened that the head teacher/ Chair of Governors will attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Position of Trust Meeting (POT) to consider the issues and any action required.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation

- single agency investigation completed by the school which should involve the Senior HR advisor for the School.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the school will undertake investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the school when necessary in line with current guidance.

Silverdale Primary Academy works with children, parents and staff to create to an ethos of mutual respect and will robustly address concerns that children are suffering abuse due to the behaviour of other pupils. Pupils are encouraged to talk to staff if they have worries and concerns. Parents and carers are also encouraged to talk to staff if they have concerns, and should refer the matter to the DSLs in the setting if they feel that the matter is not being addressed or the situation is not improving. Silverdale Primary Academy will follow our bullying policy (available to view on the school website or office) when this is appropriate to the circumstances, and follow the Behaviour and Discipline Policy should sanctions be necessary.

If the concerns are in respect to an allegation of a criminal nature, the school may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault, sexting (see e.safety section of policy below). In regards to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children's social care. In order to protect all children at the school, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict movement of the child in our setting, or restrict activities.

If there are concerns that a child attending this school may have been seriously harmed, or at risk, due to the actions of children within the community, but not attending the school, we will share information appropriately with other agencies to safeguard and promote their welfare.

#### **4.2.1 Silverdale Primary Academy is committed to safeguarding and promoting the welfare of our children.**

- Where a child is suffering significant harm, or is likely to do so; or where a child is at risk of radicalisation or being drawn into terrorism/extremism, we will ensure that action is taken to protect that child.
- Action will also be taken to promote the welfare of a child in need of additional support even if they are not suffering harm or are not at immediate risk.
- We will respect all children and will work to promote their physical, material and psychological well-being.
- We recognise that some children may be especially vulnerable to abuse and recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; and know that some of their behaviours may be challenging.
- We recognise that some children who have experienced abuse may harm others.
- We will always take a considered and sensitive approach in order that we can support all of our children.
- Any deficiencies or weaknesses in our child protection arrangements will be remedied without delay.

#### 4.2.2 Child Protection Procedures

- If a pupil makes a disclosure about abuse staff must not ask leading questions or agree to maintain confidentiality.
- The school will not undertake their own investigations of allegations without prior consultation with the LADO.
- Allegations against staff, volunteers, visitors or the designated person with responsibility for safeguarding must be reported to the Head or, in the Head's absence, the Head of Independent Schools and the chair of the LGB.
- Allegations against the Head must be reported directly to the Head of Independent Schools, the chair of the LGB, and the LADO by the person receiving the allegation without informing the Head.
- Allegations against another student must be reported to the designated person with responsibility for safeguarding (who will inform the Head and the LSCB in accordance with local procedures)
- In cases of serious harm the police will be informed from the outset.
- If an allegation is made against anyone working with children in a school all unnecessary delays will be eradicated
- Schools will include details of the use of curriculum to reduce the risk of radicalisation.
- Schools will include details of visiting speakers log kept by the school.
- Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, the school will make a referral to the National College for Teaching and Leadership (NCTL). The reasons such an order would be considered are 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or 'a conviction, at any time, for a relevant offence.
- Where a referral has been made to the DBS, the school will not make a referral to the NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration by the school will be given to an NCTL referral.
- The school will report, as appropriate, to the Disclosure and Barring Service within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.
- Failure to make such a report constitutes an offence, 'compromise agreements' cannot apply in this connection. Historical allegations will be referred to the police if they arise.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for concerns about poor or unsafe practice and potential failures in the schools and safeguarding regime to be raised with the management team.
- When reporting a case of a child at risk of radicalisation or being drawn into terrorism/extremism contact Staffordshire PREVENT Team or First Response,

#### 4.2.3 Working in the best interests of the child

This includes:

- Meeting the needs of Looked After Children and multi-agency work with the Head of Virtual School – Designated, trained LAC Teacher, PEP Reviews, LAC Reviews
- Meeting the needs of Children with Special Educational Needs and disabilities – Multi Agency Involvement, meetings with Parents, Pupil Profiles, Designated Professionals, Dyslexia friendly school
- Working to minimise the risk of peer to peer abuse in its different forms. (Ref: Regulation 9 of the School Staffing Regulations (England) 2009; Section 35 of the Safeguarding Vulnerable Groups Act 2006; and Section 38 of the Safeguarding Vulnerable Groups Act 2006) – circle time, peer

mediation, conflict resolution, think tank, worry box, anti-bullying policy, working with other agencies ie; Childline, Rewind

- Procedures evidence an understanding that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
  - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment 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.

**4.2.4 Silverdale Primary Academy will be vigilant in respect of types of abuse and neglect; and the specific safeguarding issues highlighted in [Keeping Children Safe in Education, September 2016](#) (Pages 11-13)**

## Types of abuse and neglect

**24. 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. They may be abused by an adult or adults or another child or children.

**25. 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.

**26. 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.

**27. 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.

**28. Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including

exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Head teacher, together with the Designated Safeguarding Lead will ensure that staff and governors have at least annual safeguarding training and access to up to date relevant information in relation to the following:

- [Child missing from Education](#)
- [Child missing from home or care](#)
- [Child Sexual Exploitation \(CSE\)](#)
- [Bullying, including Cyber-bullying](#)
- [Domestic Violence \(DV\)](#)
- [Drugs](#)
- [Fabricated or Induced Illness](#)
- [Faith Abuse](#)
- [Female Genital Mutilation \(FGM\)](#)
- [Forced Marriage \(FM\)](#)
- [Gangs and Youth Violence](#)
- [Gender Based Violence/Violence against Women and Girls \(VAWG\)](#)
- [Mental Health](#)
- [Private Fostering](#)
- [Preventing Radicalisation](#)
- [Sexting](#)
- [Teenage Relationship Abuse](#)
- [Trafficking](#)

See also pages 16 and 17 for Prevent duty and reporting to Channel programme.

### 4.3 Online Safety (e-Safety)

#### Silverdale Primary Academy

- Understands that Online Safety (e-safety) is everyone's responsibility and is viewed as an integral part of our whole school safeguarding and child protection procedures.
- As it is a constantly developing field, we are committed to providing a comprehensive programme of advice, support, teaching and training to parents/carers/guardians, children and staff.

Silverdale Primary Academy recognises that:

- As we increasingly work online, the safe use of information and communication technologies bring significant challenges.
- We have a responsibility to understand online safety issues and plan accordingly to ensure appropriate, effective and safer use of electronic communications and associated devices.

It is therefore essential that we:

- Teach children about safeguarding
- Safeguard children from potentially harmful and inappropriate online material.
- Ensure that appropriate filters and appropriate monitoring systems are in place; so that children are not able to access harmful or inappropriate material via the school's IT system.

- Ensure that systems are in place that will identify children accessing, or trying to access harmful and inappropriate content online.
- Are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- We know that most of our pupils will use mobile devices and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings; **or exposing them to harmful terrorist or extremist material.**
- Cyberbullying by pupils, via texts, emails, mobile communication or social networking is treated as seriously as any other type of bullying and is managed through our anti-bullying procedures.
- Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites on school owned devices.
- Some pupils will undoubtedly be ‘chatting’ on mobiles or social networking sites at home.

Silverdale Primary Academy utilise the curriculum (particularly PSHE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised..

Further, in order to help protect our pupils

- Software is in place to minimise access and to highlight any one accessing inappropriate sites or information
- Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school’s Designated Safeguarding Lead will be informed immediately)
- Pupils / students should not give out their personal details, phone numbers, schools, home address, computer passwords etc
- Pupils and staff should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

**For further information follow the link – United Learning e safety resources – [www.unitedlearning.org.uk/info/e-safety](http://www.unitedlearning.org.uk/info/e-safety)**

Silverdale Primary Academy is further committed to doing its utmost to ensure robust Online Safety (e-Safety) procedures by complying with procedures set out in the following additional policy and procedural documents:

- [United Learning Filtering, Monitoring and Reporting Policy, September 2016](#)
- [United Learning Electronic Devices Search Policy, September 2016](#)
- [United Learning Mobile Devices and Phone Policy, September 2016](#)
- [United Learning Social Media Policy, September 2016](#)
- [United Learning Use of Images Policy, September 2016](#)

### 4.3.1 Images and Photography

Silverdale Primary Academy understands that the vast majority of people who take or view photographs or film of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we:

- Seek their consent for photographs to be taken and published **image consent forms are circulated in the Parents' Information Evenings and on the website**
- Seek parental consent
- Use only the child's first name with an image
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that have been taken of them
- Photographs should not be taken on staff personal mobile devices.

### Storage of Mobile Phone, Images of children (Early Years Framework 2014)

EYFS statutory framework document page 16 (3.4) states that the safeguarding policy **must** cover the use of mobile phones and cameras in the setting. It is our policy that all staff, visitors and Governors, lock personal mobile phones and cameras in a school locker. Mobile phones must not be used anywhere where children are visible. A school mobile phone should be taken on educational visits where appropriate.

Please also see our e safety policy and the toolkit provided by Entrust.

### 4.4 Prevent Duty

Silverdale Primary Academy recognises its responsibilities in relation to the Prevent duty (July 2015).

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, 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 duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. 13 to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be

set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

**Channel** School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

**Annex A9 details our Policy document in relation to PREVENT.**

#### 4.5 FGM Reporting Duty

Silverdale Primary Academy recognises its responsibilities in relation to the FGM reporting duty (October 2015).

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

**Indicators** There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice Guidelines](#), and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. Section 5C of the Female Genital Mutilation Act 2003 (as

inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

**Actions** If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

**Mandatory Reporting Duty** Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, 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. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

### **Further information on Preventing Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

## 4.6 Local Authority Safeguarding Services

### 4.6.1 Web Address for Local Procedures

Full local procedures on what to do if you have a concern are available at

[www.staffsscb.org.uk](http://www.staffsscb.org.uk)

### 4.6.2 Contact Details for Local Services

| Local Services                                 | Contact Name                           | Address   | Telephone                    | Email   |
|--|--|---|------------------------------|---|
| Police   | Staffordshire Police<br>PC 5674 Burton | Newcastle Police Station  | 101<br>Ex - 3563             | Nicola.burton@staffordshire.pnn.police.uk   |
| Local Safeguarding Children Board              | Julie Astall                           |   |                              |   |
| Designated Officer(s) from the local authority | Lynne Nelson<br>Locality Coordinator   | Local Support Team 4<br>Madeley Civic Office<br>Newcastle ST5 2AG | 01782 296290<br>07970 605249 | <a href="mailto:Lynne.nelson@staffordshire.gov.uk">Lynne.nelson@staffordshire.gov.uk</a>  |
| Relevant front line social care teams          | First Response                         | MASH<br>Lindum House<br>Stone                                     | 08001313126                  | <a href="mailto:frist@staffordshire.gov.uk">frist@staffordshire.gov.uk</a>  |
| Prevent/Channel                                | PC 5091 Oakley                         | Hanley Police Station   | 101<br>Ex - 3109             | <a href="mailto:Prevent@staffordshire.pnn.police.uk">Prevent@staffordshire.pnn.police.uk</a><br>(Concerns re Extremism or Radicalisation) |

## 4.7 Key Safeguarding Personnel

### 4.7.1 The Local Governor Body

| Local Governing Body   |                                 |
|--|---------------------------------|
| Name   | Role                            |
| Miss Stacy Atkinson  | Chair of Governors              |
|  | Nominated Safeguarding Governor |
| <b>The Chair of Governors/Nominated Safeguarding Governor – Stacy Atkinson can be contacted via the school office.</b> |                                 |

### 4.7.2 The Safeguarding Team

| The Safeguarding Team    |                                     |                                   |                     |
|--------------------------|-------------------------------------|-----------------------------------|---------------------|
| Name                     | Role                                | Location                          | Contact Details     |
| <b>Mrs. Lindi Nejrup</b> | Head Teacher                        | <b>Silverdale Primary Academy</b> | <b>01782 297470</b> |
| <b>Mrs. Lindi Nejrup</b> | Designated Safeguarding Lead        | <b>Silverdale Primary Academy</b> | <b>01782 297470</b> |
| <b>Mr. Simon Davies</b>  | Deputy Designated Safeguarding Lead | <b>Silverdale Primary Academy</b> | <b>01782 297470</b> |
| <b>Ms. Ruth Barlow</b>   | Attendance Officer                  | <b>Silverdale Primary Academy</b> | <b>01782 297470</b> |
| <b>Ms. Ruth Barlow</b>   | Family Liaison Officer              | <b>Silverdale Primary Academy</b> | <b>01782 297470</b> |

#### 4.8 Roles and Responsibilities of the Local Governing Body

The Local Governing Body and United Learning adhere to their responsibilities as set out in [Keeping Children Safe in Education, September 2016, Part 2: The Management of Safeguarding](#); and the [Prevent duty, July 2015](#).

Statutory responsibility does not pass to the Local Governing Body or any of its members; however it performs a vital role in monitoring compliance with the law, and the school's policies and procedures and challenging the school to ensure best practice is followed.

The Local Governing Body will:

- Require the Designated Safeguarding Lead to report on measures that are being taken to ensure compliance.
- Confirm annually in writing to United Learning and the Local Safeguarding Children Board that they have reviewed the school level policy against practice and that this has been discussed at a full Local Governing Body meeting.
- Ensure that it completes and returns the response for the school's annual Section 175 or 157 Safeguarding Audit to United Learning and to the Local Safeguarding Children Board, where this is a local requirement.
- Ensure that regular updates and at least annual safeguarding training, which includes Child Protection, Online Safety (e-Safety) and Prevent are delivered in accordance with Section 3.5 of this policy.

Members of the LGB at this school recognise their responsibility to remain vigilant and ensure that all staff and volunteers are, and remain, suitable to work with children.

(Schools and college settings that have an early years setting, or provide child care facilities for children up to the age of 8 years, and maintained nurseries, must ensure that they comply with the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009.)

#### 4.9 The Head Teacher

The Head Teacher of Silverdale Primary Academy will ensure that:

- The policies and procedures adopted by the United Learning Group Board and the Local Governing Body associated with protecting children are fully implemented, understood and adhered to by all staff. This includes the implementation of the [Prevent duty, July 2015](#); and the FGM reporting duty (31<sup>st</sup> October 2015).
- Regular updates and at least annual safeguarding training, which includes Child Protection, Online Safety (e-Safety) and Prevent are delivered in accordance with this policy.
- The nominated local Safeguarding Governor is made known to all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies.
- All responsibilities assigned to the Designated Safeguarding Lead (or to the Deputy DSL in the absence of the DSL) for Silverdale Primary Academy are fully carried out.

#### 4.10 Roles and Responsibilities of the Safeguarding Team

At Silverdale Primary Academy

- Our Safeguarding Team is committed to ensuring that we deliver effective and sound whole school safeguarding and child protection procedures in adherence with our policy.
- Through our procedures and training we will provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.
- We ensure that child protection concerns and referrals are handled sensitively, professionally and in ways which prioritise the needs of the child.
- We receive and participate in supervision.

##### 4.10.1 The Designated Safeguarding Lead/s

In line with [Keeping Children Safe in Education, September 2016 \(Annex A\)](#) the Designated Safeguarding Lead (DSL):

- Is a senior member of staff.
- Is provided with dedicated time to carry out the duties intrinsic to the role.
- Takes lead responsibility for child protection; managing referrals, including any referrals made to Channel, in line with the Prevent duty; and in relation to FGM.
- Takes lead responsibility for the school's safeguarding programme and provides regular updates to raise awareness.
- Completes at least annual training, which includes Child Protection, Online Safety (e-Safety) and Prevent.

##### 4.10.2 The Deputy Designated Safeguarding Lead/s

- Deputy DSLs are to be trained to the same standard as the DSL in order that they can cover for them at any time.
- Deputy DSLs are required to complete at least annual training, which includes Child Protection, Online Safety (e-Safety) and Prevent.

- **Mrs Lindi Nejrup, Head teacher**  
**Designated Safeguarding Lead**
- **Mr Simon Davies, Deputy Head**  
**Deputy Designated Safeguarding Lead (in the absence of the HT)**
- **Ms Ruth Barlow, Family Liaison Co-ordinator**  
**Deputy Designated Safeguarding Lead (in the absence of both the HT and AHT)**

#### 4.11 Roles and Responsibilities of School Staff

*In addition to the information provided here, schools may wish to provide their own information about the responsibilities of school staff.*

Staff must ensure that they:

- Understand and comply fully with the school's policies and procedures.
- Attend at least annual appropriate safeguarding training, which includes Child Protection, Online Safety (e-Safety) and Prevent.
- Report concerns to the Designated Safeguarding Lead, the Head Teacher, or the Chair of Governors; as appropriate, dependent on the circumstances (see [Keeping Children Safe in Education, September 2016](#)). This includes reporting any concerns related to any children who may be at risk of radicalisation or being drawn into terrorism/extremist activity.
- The mandatory duty to report 'known' cases of FGM under 18's which they identify in the course of their professional work. (from 31.10.15)
- Ensure that appropriate action is taken if a child is at immediate risk of harm.  
**This may include contacting social care or the police directly.**

### Providing a safe working culture

Silverdale Primary Academy has implemented a staff behaviour policy which applies to all permanent and temporary staff, and adult volunteers working in this organisation. Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to the staff behaviour policy (can be accessed via the induction folder/school office) and follow the safer working practice guidance given by this organisation. Our staff behaviour policy includes expectations about staff behaviours including outside of the working environment, staff/pupil relationships and communications including the use of social media. Any reason for staff to be having personal, social contact with pupils at the school must be explained to the Head Teacher with the rationale and any safeguarding actions required will be recorded.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student, even when the pupil/student is over the age of consent but under 18 years of age.

Staff are advised to use the following sensible precautions when working alone with children:

- Avoid working in isolation with children unless thought has been given to safeguards
- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)

In addition, (irrespective of the age group worked with), any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the head teacher. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during, their employment at the school. (This would not include 'spent' convictions under the Rehabilitation of Offenders Act). The head teacher will discuss any potential safeguarding matters with the Local Authority Designated Officer (LADO) and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the head teacher. The head teacher will discuss with the LADO in accordance with SSCB procedures for dealing with allegations against adults who work in a position of trust with children (SSCB procedure 4a). Appropriate action will be agreed.

### 4.12 Site Security

- At Silverdale Primary Academy, we believe that the safety of all children is paramount. All visitors including Volunteers, Contractors, Supply Teachers and Agency Workers and also Local Governing Body Members report to reception and our Clerical Assistant verifies their ID. They are then accompanied whilst on site to ensure the safety of all children.
- Visiting speakers, whether invited by staff or pupils are suitably supervised as they are accompanied at all times. As much information as possible is required prior to their arrival at school so that we are aware of the content of their presentation and also references are sought.

#### 4.13 Restraint

At Silverdale Primary, our **Restrictive Physical Intervention Policy** is currently in place. This policy applies to all Silverdale Primary Academy staff who may use restrictive physical interventions in the provision of services to adults, service users with learning disabilities and children.

This policy should be read in conjunction with either G15 Restrictive Physical Intervention and Adult Service Users or G16 Restrictive Physical Intervention with Young People and the Management of Violence and Aggression Policy HR118. This Policy does not consider the issue of deprivation of liberty but focuses on the principles that should be applied to the use of restrictive physical intervention.

The definition of **restrictive physical intervention** adopted by Staffordshire County Council is:

“Any form of restrictive intervention, be it physical, mechanical, chemical, environmental or social/psychological intervention, which is designed and used (intentionally or unintentionally) to limit or restrict another’s liberty.”

BILD (2006) Good Practice in Physical Intervention: a guide for staff and Managers

#### **Levels of restrictive physical intervention**

Restrictive Physical Intervention is also categorised into non restrictive and restrictive interventions.

**Non Restrictive Intervention.** This is where the service user/pupil can move away from the physical intervention if they wish to. Non restrictive examples include:-

- Physical presence, non verbal prompts and directions
- Touch or prompting;
- Guiding; and
- Disengagement.

**Restrictive Intervention.** This is where the intervention is intended to prevent, or significantly restrict freedom of movement of an individual. Restrictive interventions generally carry a higher risk and require a greater degree of justification

Examples of restrictive interventions include:-

- Escorting and manoeuvring;
- Temporary physical containment or holding;
- Seclusion;
- Full restraint;
- Mechanical restraint; and
- Chemical restraint.

**Reasonable Force** There is no legal definition of reasonable force. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The degree of force used must be in proportion to the circumstances of the incident and seriousness of the behaviour or the consequences it is intended to prevent. Any force must always be the minimum needed to achieve the desired result over the shortest possible time.

**UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION  
POLICIES AND PROCEDURES**

**Section 5: Induction and Whole School Training Materials**

**Annex A1: Keeping Children Safe in Education (September 2016)**

For KCSIE Whole Document, [click here](#)

**Annex A1.1 Keeping Children Safe in Education (September 2016) – Part One**

For KCSIE Part One, [click here](#)

**Annex A1.2 Keeping Children Safe in Education (September 2016) – Annex A**

For Annex A, [click here](#)

**Annex 2: [United Learning Annual Staff-Student Relationship Letter](#) and [Guidance](#) (September 2016)**

**Annex A3: [United Learning Annual Acceptable Use of IT Agreement](#) (September 2016)**

**Annex A4: [United Learning Online Safety \(e-Safety\) Policy](#) (September 2016)**

**Annex A5: School's Behaviour Policy and/or Code of Conduct**

<http://www.silverdaleprimary.org.uk/Information/Policies>

**Annex A6: [United Learning Whistleblowing Policy](#) (February 2016)**

**Annex 7 School's Children Missing Education Policy**

<https://www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/CHILDREN-MISSING-EDUCATION-POLICY.pdf>

## Annex A8: Reporting a Concern Form

**CONFIDENTIAL**  
Not to be kept with curriculum records

Name of school \_\_\_\_\_  
Child Protection Initial Concerns Pro-Forma  
(To be given to designated child protection teacher)

Date of concern \_\_\_\_\_ Time of concern \_\_\_\_\_

Name of child \_\_\_\_\_ Class \_\_\_\_\_

Nature of concern

Member of staff raising concern

Action by school

## Annex 9: School's Prevent Policy/Statement/Risk Assessment (as applicable)

**SCHOOL TO INSERT LINK TO OWN DOCUMENT/S**  
**Policy complete – waiting to be uploaded onto website**

## Annex A10: Childcare Disqualification Requirements and Disclosure by Association

**<https://hub.unitedlearning.org.uk/search/pages/results.aspx?k=disqualification%20declaration>**

## Annex A11: Meet the Safeguarding Team



**Mrs Lindi Nejrup**  
**Head teacher**

### **Designated Safeguarding Lead**

(Level 1 Safeguarding Training updated 2.5.13, Level 3 updated 28.9.15)



**Mr Simon Davies**  
**Assistant Head**  
**Deputy Designated**  
**Safeguarding Lead**

(in the absence of the HT)

(Level 1 Safeguarding Training updated 17.9.14, Level 2 Updated 15.7.14)

*CAF, PEP and Child in Need school liaison,  
Looked After Children Designated Lead (Training Received 11.2.14)*



**Ms Ruth Barlow**  
**Family Liaison Co-ordinator**

### **Deputy Designated Safeguarding Lead**

(in the absence of both the HT and AHT)

In the absence of Mrs Nejrup and Mr Davies, concerns can be referred to Ms Barlow

(Level 1 Safeguarding Training updated 17.9.14, Level 3 Updated 4.2.15)



**Miss Stacy Atkinson**  
**Chair of Governors**

Safeguarding Governor

Level 1 Safeguarding 28.09.15

**Annex A12: Reporting a Safeguarding Concern to United Learning (Template form below for use by schools)**

## Reporting a Safeguarding Concern to United Learning



**United Learning**  
The best in everyone™

Date:

Name of School:

Name of Designated Safeguarding Lead completing form:

Nature of Concern:

*Delete/amend as applicable:*

I am informing you that there has been an incident which:

- Could result in, or has resulted in, a strategic case meeting being called by a Designated Officer(s) from the Local Authority.
- Relates to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead for the School judges may result in disciplinary action being taken.

*Add any other essential information here: i.e. type of case (e.g. Child Sexual Exploitation) but do not include names of staff or children).*

This form must be emailed to your **Principal /Head Teacher**, and to Fiona Lyon, Lead Safeguarding Officer, United Learning at [fiona.lyon@unitedlearning.org.uk](mailto:fiona.lyon@unitedlearning.org.uk)

Please call Fiona Lyon on 07889 645086 if you would like to discuss this case in confidence. Alternatively, she will contact you, on receipt of this form.

## Annex A13 Safeguarding Training Log

| Safeguarding Training Log – Academic Year 2016-17 |  |  |
|---|--|--|
| Attendees   | Type of training provided  | Date undertaken  |
| Head teacher                                      | Safeguarding Level 1<br>Safeguarding Level 3<br>FGM<br>PREVENT   | 08.02.16<br>29.09.15<br>08.01.15<br>30.09.15   |
| Designated Safeguarding Lead                      | As above   |  |
| Deputy Designated Safeguarding Lead               | Safeguarding Level 1<br>Safeguarding Level 3<br>PREVENT<br>LAC Designated Teacher  | 17.09.14<br>19.05.16<br>30.09.15<br>11.02.14   |
| Whole School                                      | Safeguarding Level 1   | 17.09.14   |
| e-safety Lead                                     | CEOP Think u know  | 21.05.15   |
| P.E. staff  | Safeguarding Level 1   | 30.11.15   |
| Chair of Governors                                | Safeguarding Level 1   | 28.09.15   |
| Nominated Safeguarding Governor                   | Safeguarding Level 1   | 28.09.15   |
| Local Governing Body                              | 3 x Governors SG Level 1<br>4<br>1 x Governor Safer Recruitment Training<br><br>1 x Governor SG Level 1<br>PREVENT awareness<br>SG Level 3 | 17.09.14, 28.09.15, 22.02.16<br><br>15.01.09<br><br>17.09.14<br>29.06.15<br>04.02.15 |
| Out of school club – Senior Play Leader           | Safeguarding Level 2   | 30.06.15   |

**Annex A14 Record of Meeting between DSL and Nominated Governor for Safeguarding –Template**

**Agenda for Meeting between DSL and Nominated Governor for Safeguarding**

Date:

Period covered:



| Agenda Item   | Update Provided: | Agreed Actions/Information to be provided to LGB: |
|---|------------------|---|
| SCR – compliance and sign off<br>Any issues?<br>Matters rectified?  |                  |   |
| Are any amendments required to CP policy due to legislative changes?  |                  |   |
| Has the policy on website been updated?   |                  |   |
| Staffing (e.g. are there any new staff, updates in relation to personnel files, confirmation of checks on contractors etc.).                          |                  |   |
| Staffing – Number of allegations, any cases reported to the LADO?   |                  |   |
| Numbers of children on plans (LAC, CP, CiN...)  |                  |   |
| Numbers of children on EHC plans, number of SEN/D pupils.   |                  |   |
| Numbers of children who currently have social care involvement/ or in receipt of Early Help.  |                  |   |
| Numbers of children in receipt of Child and Adolescent Mental Health Service (CAMHS) or equivalent; any other cases of concern.                       |                  |   |
| Any serious incidents (include any incidents of self-harm, drugs, alcohol, pupils going missing, radicalisation etc. ...) <i>(Provide numbers not</i> |                  |   |

|  |  |  |
|--|--|--|
| <i>details and confirm if risk assessment has been established/updated following the incident).</i>                                    |  |  |
| Are there any trips, sporting fixtures, other events which require specific thought in relation to safeguarding arrangements?          |  |  |
| In relation to trips and visits, have any vulnerable children needed specific risk assessments in order to attend?                     |  |  |
| Any planned safeguarding training in this period?  |  |  |
| Attendance summary – with particular reference to attendance of vulnerable pupils, and those that are PA.                              |  |  |
| Progress of any pupils attending alternative provision (attendance/support provided/attainment).                                       |  |  |
| Exclusion data   |  |  |
| Site security (Have there been any breaches? If so, what action has been taken? <i>(This may be covered within H&amp;S reporting).</i> |  |  |
| Numbers and types of accidents etc. <i>(This may be covered within H&amp;S reporting).</i>   |  |  |
| Where applicable: Any specific safeguarding issues related to Boarding?  |  |  |
| Other ....   |  |  |
| Other .....  |  |  |

## UNITED LEARNING SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICIES AND PROCEDURES

### Annex B1: Useful Agencies

- Non-Emergency Police: 111
- [www.samaritans.org](http://www.samaritans.org) - The Samaritans: 0845 790 9090
- [www.childline.org.uk](http://www.childline.org.uk) - Childline (This is the free helpline for children and young people in the UK. Children and young people can call 0800 1111 to talk about any problem)
- [www.nspcc.org.uk](http://www.nspcc.org.uk) - The NSPCC (National Society for the Prevention of Cruelty to Children is the UK's leading charity specialising in child protection and the prevention of cruelty to children)
- [www.barnardos.org.uk](http://www.barnardos.org.uk) – (Barnardos helps the most vulnerable children and young people transform their lives and fulfil their potential)
- [www.ceop.police.uk](http://www.ceop.police.uk) - The Child Exploitation and Online Protection Centre
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) – CEOP's Thinkuknow (Information and age appropriate resources about protecting children from on line child exploitation and abuse)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk) - Anti-Bullying Alliance
- [www.beatbullying.org](http://www.beatbullying.org) - Beat Bullying
- [www.safechild.org](http://www.safechild.org)
- [www.missingpeople.org.uk](http://www.missingpeople.org.uk) – 24 hr helpline for those who are thinking of running away

Any member of staff, pupil, parent or carer may report concerns or allegations about abuse at the school directly to Ofsted using the whistle-blower hotline on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm) or via [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) or by writing to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.

## Annex B2: EYFS Information

| Regulation                               | Details   |
|--|---|
| ISI guidance E362<br>EYFS Regulation 3   | Do the policy or procedures contain the designation of a practitioner to take lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children’s agencies as appropriate ( <i>Ofsted currently allows this role to be assumed by a member of staff who does not specifically work within EYFS</i> )   |
| ISI guidance E355<br>EYFS Regulation 3.8 | Do the policy or procedures contain the statement that <i>“Ofsted will be informed - 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”</i> |
| ISI guidance E355<br>EYFS Regulation 3.4 | Does the policy include a sentence which states <i>“For details on the use of Mobile Digital Devices, which includes the use of mobile phones and cameras, please see the Mobile Devices and Phone policy (or whatever it is called in your school) which can be found in XYZ place”</i>  |
| ISI guidance 115                         | Does the policy state that the school will not employ people to work in these settings if they or others in their household are disqualified?<br><br>Note: disqualification includes: barred from working with children or cautioned, convicted or charged with a violent or sexual offence. DfE has advised that relevant convictions are not considered ‘spent’ in this connection.<br><br>Note: It may be useful to include a copy of the Self-Declaration form as an appendix.                                  |