

St. Andrew & St. Francis CE Primary School



Child Protection and Safeguarding Policy

Chair of Governors	A.Frederick
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Statement of intent

St. Andrew & St. Francis CE Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil, inside and outside the school premises.

This Policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to abuse.
- Ensuring that members of the Governing Body, the Headteacher and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The schools designated safeguarding lead is: Mr K Minns

In the absence of the designated safeguarding lead, child protection matters will be dealt with by: Mr J Kelly or Miss P James

The nominated Governor for CP is Ms. M Stephens

1. Definition

For the purposes of this Policy, St. Andrew & St. Francis CE Primary School will define safeguarding and protecting the welfare of children 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.

2. Legal framework

This Policy will have consideration for and be in compliance with the following legislation and statutory guidance:

- Children Act 1989.
- Education Act 2002.
- Education (Health Standards) (England) Regulations 2003.
- Children's Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007.
- School Staffing (England) Regulations 2009.
- Education (Independent School Standards) (England) Regulations 2010.
- Equality Act 2010.
- Education (Non-Maintained Special Schools) (England) Regulations 2011.
- Protection of Freedoms Act 2012.
- Working Together to Safeguard Children 2013.
- Keeping Children Safe in Education 2014.

3. Roles and responsibilities

The Governing Body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Ensure that the policies, procedures and training in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance '*Working Together to Safeguard Children 2013*'.
- Ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the Governing Body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher or other governor.
- Ensure that there is an effective Child Protection Policy in place together with a Staff Behaviour Policy/Code of Conduct.

- Appoint a member of staff from the school leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description. There should always be cover for the designated safeguarding lead.
- Consider how children may be taught about safeguarding, including online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.
- Ensure that there are procedures in place to handle allegations against other children.
- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and to ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keeping 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

The Headteacher has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

The designated safeguarding lead has a duty to:

Refer all cases of suspected abuse to the local authority children's social care, the local authority designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.

- Liaise with the Headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff members.
- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage among all staff members, a culture of listening to children and taking account of their wishes and feelings; in any measures the school may put in place to protect them.
- Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this duty.
- Ensure the school's Child Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the pupil's child protection file is copied when transferring to a new school.

Other staff members should:

- Understand that Safeguarding incidents could happen anywhere and staff should be alert to possible concerns in this school.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- All staff may raise concerns directly with Children's Social Care services.

4. Safer recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Will be responsible on a daily basis, for the care or supervision of children.
- Regularly work in the school at times when children are on school premises.
- Regularly come into contact with children under 18 years of age.

The Governing Body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State for Education, using the Employer Access Online service.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then the school will follow the advice set out on the GOV.UK website.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.
- Verifying professional experience and qualifications, as appropriate.

A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment.

An online update check may be undertaken through the DBS Update Service if the applicant has subscribed to it and gives their permission.

An enhanced DBS check with barred list information may be requested if there are concerns about an applicant even if he/she has worked in regulated activity in the three months prior to appointment.

An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

Written information about previous employment history will be obtained from the candidate and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References will be obtained directly from the referee and scrutinised with all concerns satisfactorily resolved, prior to confirmation of employment.

References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school that the school would otherwise perform.

Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

An enhanced DBS certificate and barred list check must be obtained for all trainee teachers.

The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.

The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

Unless there is a cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Governors that are volunteers shall be treated on the same basis as other volunteers.

The school will ensure that any contractor or employee of the contractor, working at the school has been subject to the appropriate level of DBS check.

Contractors without a DBS check will be supervised if they will have contact with children.

The identity of the contractor will be checked upon their arrival at the school.

The school will ensure that policies and procedures are in place to protect children from harm during work experience placements.

The school will set up and maintain a single central record of whether or not the following checks have been carried out or certificates obtained from members of the Governing Body and all staff members, volunteers and other individuals working with children in school:

- An identity check.
- A barred list check.
- An enhanced DBS check.
- A prohibition from teaching check.
- Further checks on people living or working outside the UK.
- A check of professional qualifications.
- A check to establish the person's right to work in the UK.

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

5. Looked after children (LAC)

Looked after children are statistically more vulnerable than children not in the care of their local authority. A minority of children in care are at continued risk of abuse or neglect, including from carers, other young people and those in the wider community.

All staff should read, understand and follow the procedures outlined in the school's Looked After Children Policy.

6. Female Genital Mutilation (FGM)

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or has had FGM, they must share this information with social care or the police.

There are a range of potential indicators that a child may be at risk of FGM, whilst individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to practise FGM. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject. The following indicators are taken from government guidelines regarding FGM:

Indicators that may show heightened risk of FGM include:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Personal, Social and Health Education (PSHE).

Indicators that may show FGM could take place soon include:

- The government guide that the risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others and so criminal investigations can begin.

Indicators that FGM may have already taken place include:

- A girl may have difficulty walking, sitting or standing.
- A girl may spend longer than normal in the bathroom or toilet.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- There may be prolonged or repeated absences from school followed by withdrawal or depression.
- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.

7. Child sexual exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE. The procedure is as follows:

Step one – Identifying cases

School staff are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late.
- Regularly missing school.
- Appearing with unexplained gifts and new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Undergoing mood swings or drastic changes in emotional wellbeing.
- Displaying inappropriate sexualised behaviour.

Step two – Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion there remains concerns, local safeguarding procedures will be triggered, including referral to a local authority.

Step three – Support

The local authority and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed and will provide support for the child throughout the process.

8. Training

Staff members will be made aware of systems and policies within their school which support safeguarding during their HR inductions.

The designated safeguarding lead should undergo updated child protection training every two years.

The Headteacher and all staff members should undergo child protection training which is updated regularly, in line with LSCB advice.

9. Reporting

Staff members should raise any concerns that they may have about a child with the school's designated safeguarding lead, including situations of abuse which may involve other staff members.

The safeguarding lead will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly.

The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve.

The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.

An inter-agency assessment will be undertaken where a child and family could benefit from co-ordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

A child will immediately be referred to children's social care if there is a risk of immediate serious harm to a child.