



Shireland Hall Primary Academy
Safeguarding and Child Protection Policy for
Shireland Hall Primary Academy

1. Introduction

This document is the Safeguarding and Child Protection Policy for Shireland Hall Primary Academy and any extended services that it provides.

This policy is written with the following guidance issued by the DfE

“There may be instances where statutory guidance states that policies and procedures should be in place. In cases where governing bodies have an obligation to have regard to this guidance, these policies and procedures should be in place unless it can be demonstrated that there is a good reason not to have them. An example of this is the Government's statutory guidance Safeguarding Children and Safer Recruitment in Education. This states that governing bodies should ensure that the school has a child protection policy and procedures in place that are in accordance with local authority guidance and local agreed inter-agency procedures, and the policy is made available to parents on request. The expectation is that these policies and procedures will be in place and made available to parents.”

The Safeguarding and Child Protection Policy will be followed by all members of the school staff, governors and volunteers working in the school.

The purpose of this policy is to make sure that the actions of any adult working in the school promotes the welfare of all young people attending the school.

2. Aims and Ethos

Through the implementation of this policy, Shireland Hall Primary Academy aims to fulfil its duty to ensure that all its employees, governors and volunteers are able to carry out their responsibilities for safeguarding and promoting children's welfare by:

1. Providing a safe environment in for children to learn and develop in, including a curriculum to provide children with the skills to keep themselves safe
2. Ensuring that all school staff are trained to recognise signs of child abuse and know how to report any concerns.
3. Supporting pupils in accordance with his/her agreed child protection, child in need or TAF (Team Around the family) Plan.
4. Ensuring we practice safe recruitment processes to ensure that all staff and volunteers employed by the school are suitable to work with children.

Ethos



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We recognise that because school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.

In order to achieve our aims we will:

- Ensure we have a designated member of staff for child protection who has received appropriate training and support for this role: **Claire Quinn**
- Ensure we have a nominated governor responsible for child protection: **Melinda Connelly**
- Ensure every member of staff, volunteer and governor knows the name of the designated member of staff for child protection and their role
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated member of staff for child protection by the provision of appropriate training
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website and as a hard copy in the school office
- Notify children's social care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding and child protection matters including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately, and reviews those children on a regular basis to ensure that appropriate action is taken when required
- Ensure that all child protection records are kept securely and separately from the main pupil file
- Ensure that if a child leaves the school that their main pupil record and any child protection files are transferred to the receiving school within 15 working days in line with the Education (Pupil Information) (England) Regulations 2005 or, in the absence of a known destination, follows procedures to notify the lost pupil database
- Follow Local Authority procedures where an allegation is made against a member of staff or volunteer working in the school
- Ensure safe recruitment practices are always followed

3. Key Principles

This document is written in accordance with "Keeping Children Safe in Education' 2016



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and the Sandwell Safeguarding Children Board (SSCB) Policy

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Principles upon which the safeguarding and child protection Children Policy is based:

- The welfare of a child or young person is the paramount concern
- The welfare of families will be promoted
- The rights, wishes and feelings of children, young people and their families will be respected and listened to unless to do so would place a child, young person or adult at risk of harm.

Keeping children safe from harm requires people who work with children to share information - see the Information Sharing and Confidentiality Guidance chapter in the Sandwell Safeguarding Children Board Manual.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

4. Immediate Action to Ensure Safety

Immediate action may be necessary at any stage to ensure that the safety of children and families.

- If emergency medical attention is required for a child, an ambulance will be called (dial 999) or, if appropriate, the child will be taken to the nearest Accident and Emergency Department. Parents/carers will be informed as soon as practicable.
- If a child is thought to be in immediate danger, the police will be contacted (dial **999**) as they alone have the authority to immediately protect a child under Police Protection powers. A referral to children's social care via the MASH will be made once the immediate danger has passed (dial **0121 569 3100**).

5. Recognition of Abuse or Neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse



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- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour **The Prevent Duty**
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>)
- <http://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted>
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
http://www.thegrid.org.uk/info/welfare/child_protection/reference/documents/sexting_in_schools_colleges_v2.PDF
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- teenage relationship abuse, domestic violence/abuse
- Sexual violence and sexual harassment between children (Peer and peer abuse)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf
- female genital mutilation
<http://www.legislation.gov.uk/ukpga/2015/9/part/5/crossheading/female-genital-mutilation/enacted>
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Definitions of abuse and signs and symptoms to be vigilant for can be found at Appendix A



6. Responsibilities of all Individuals within the school

All school staff and volunteers need to be alert to the potential abuse of children both within their families and other sources including members of the school community.

School staff have a responsibility to know how to recognise and act upon indicators of abuse, potential abuse or where there are concerns about a child or young person's welfare. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.

It is good practice to be as open and honest as possible with parents/carers about any concerns. However, concerns will not be discussed with parents/carers in the following circumstances:

- Where sexual abuse or sexual exploitation is suspected
- Where physical abuse is expected, irrespective of any injuries
- Where organised or multiple abuse is suspected
- Where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected
- Where female genital mutilation (FGM) is the concern
- In cases of suspected forced marriage
- Where contacting parents/carers would place a child, family members or school staff at risk of harm
- Where discussion may compromise any enquiries that may need to be undertaken by children's social care or the police

These decisions will not be taken in isolation. The designated member of staff for child protection **Claire Quinn** will be consulted with and will take responsibility for taking appropriate action. A flowchart outlining the referral procedures is available in Appendix D.



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Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

Claire Quinn is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities *in* relation to protecting students students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.
- Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity.
- It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
 - Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

7. What to do if Children Talk to you About Abuse or Neglect

Where a pupil actually discloses that he/she has been abused the following guidelines must be followed.



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RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone
- Listen carefully to the child. Do not stop a child who is freely recalling information

REACT

- If you need to clarify information ask open-ended questions e.g. "*Is there anything you'd like to tell me?*", "*Can you explain to me...*", "*Can you describe to me...*"
- **Never** ask leading or suggestive questions e.g. '*Did he/she do anything that they shouldn't have done?*' as this may compromise enquiries that need to be made later by children's social care or Police
- **Never** ask 'accusing' questions e.g. "*Why didn't you tell someone earlier?*"
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with
- **Never** ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help

RECORD

- Make notes as soon as possible afterwards using the words that the child has used
- Do not record your assumptions and interpretations, just what you heard and saw
- Do not destroy original notes even if you later write things up more neatly and fully
- Record the date, time and place of the disclosure
- Sign any written records and identify your position in the school setting

REFER

- Immediately inform the designated member of staff for child protection, **Claire Quinn** or in their absence a member of Safeguarding Team, who will be responsible for following the appropriate



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procedures. In the absence of anyone being available in school, contact the Multi Agency Safeguarding Hub (MASH) on **0121 569 3100** for advice

8. Consult About your Concern

Because of your observations or information you have received, you may become concerned about a child who has not spoken to you directly. It is appropriate to ask the child if there is anything they are worried about.

Where a child is visibly upset or has an obvious injury, It is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

Make a written record of your concern or observation, using the appropriate form, and immediately speak to **Claire Quinn**, the designated member of staff for child protection within school or, in their absence a member of Safeguarding Team. If you cannot find anyone in school contact the MASH on **0121 569 3100** who will be able to offer advice.

To consult with your designated person for child protection does not mean made a referral has been made. This decision will be made by the designated member of staff for child protection who will contact the appropriate agency if and when required.

If you are unhappy about the response you receive from your designated member of staff for child protection contact the Multi Agency Safeguarding Hub on **0121 569 3100** where you will be able to speak to a qualified social worker.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

9. Making a Referral

A referral involves sharing information in line with the MARF Criteria to either the Early Help Team, with the consent of the parents/carers, children's social care or the Police in matters of immediate risk.

Parents/carers should be informed if a referral is being made except in the circumstances outlined in Responsibilities of all Individuals Within the School



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However, inability to inform parents for any reason should not prevent a referral being made to children's social care via the MASH Service. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

If low level support is required for a child and/or their family, the designated member of staff for child protection will, with consent of the parent/carer, refer to the Early Help Team to enable a team around the family plan to be initiated. This will be targeted multi-agency support to help the family resolve any identified concerns.

If the concerns are more complex and require statutory intervention then the designated member of staff for child protection will refer the matter to children's social care via the MASH where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at Appendix D detailing the referral procedure.

How to make a referral

- **Step 1** – call the appropriate number for the service that is required, i.e. Early Help Team, MASH and advise that a referral is being made. Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B)
- **Step 2** - Submit all supporting evidence completing a MARF as soon as possible.

Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions.

10. Allegations against adults who work with children

If you have information which suggests an adult who works with children (in a paid or unpaid capacity) has:

- behaved in a way that has harmed or may have harmed a child
- possibly committed a criminal offence against, or related to, a child



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- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

you should speak immediately with the Designated Safeguarding Person (DSL) **Claire Quinn**, who has the responsibility for managing allegations against persons in a position of trust in school.

The DSL will consult with the MASH, when appropriate, and if necessary a referral will be made to the **LADO (Local Authority Designated Officer)**.

If the DSL is implicated in the concerns you should discuss your concerns with Executive Principal Allan Shephard who will initiate appropriate action and contact Local Authority Designated Officer.

If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the designated staff for child protection. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

11. Confidentiality

- The school will ensure that any records made in relation to a referral will be kept confidentially and in a secure place.
- Information in relation to child protection concerns should be shared on a "need to know" basis. However, the sharing of information is vital to child protection and, therefore, the issue of confidentiality is secondary to a child's need for protection - see the Information Sharing and Confidentiality Guidance chapter in the Sandwell Safeguarding Board Manual.
- If in doubt, consult **Claire Quinn** designated member of staff for child protection or in their absence the Multi Agency Safeguarding Hub on **0121 569 3100**.

12. Roles and Responsibilities

There are defined roles and responsibilities for the the designated member of staff for child protection and the governing body in the document "Keeping Children Safe in Education' September 2016

See Appendix C for more details.

13. Training



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- All school staff, employed or volunteers, including Governors, are required to update their skills and knowledge in relation to Child Protection annually
- The designated member of staff for child protection is required to undertake refresher training, to the standards required by Sandwell Safeguarding Children Board, annually
- The Governing Body, or Nominated Child Protection Governor, will access training relevant to their roles and responsibilities annually
- The school will ensure appropriate time and funding is available to facilitate this training and will keep up to date records of the training undertaken by staff
- The designated member of staff for Child Protection will liaise with team leaders and NQT mentors to ensure Child Protection is addressed urgently as part of the induction arrangements for new staff

14. Arrangements for the Monitoring and Evaluation of this Policy

- The Governing Body is responsible for monitoring and evaluating the effectiveness of this policy
- The Governing Body will review, revise where necessary and re-adopt the policy annually.
- Governors will receive a report at FGB from the DSL informing them of critical incidents, referrals, numbers of children who are monitored, staff training and other relevant information relating to safeguarding children

15. Safe Recruitment

- The school has adopted the Safer Recruitment Processes and follows these procedures when recruiting new staff
- The Executive Principal and a governor have undertaken training in relation to Safe Recruitment
- The school maintains a Single Central Record of all employees, volunteers and governors, plus supply, peripatetic and extended services staff which details the pre-employment checks the schools has made on staff as defined by the Independent Safeguarding Authority

16. The Curriculum

We aim to provide a caring environment and a curriculum where self-esteem can be nurtured and children empowered to protect themselves.

At Shireland Hall Primary Academy we understand the responsibility to educate our pupils on Online Safety issues, teaching pupils to adopt safe practices and safeguard themselves against cyber-bullying and grooming. (Please see Online safety policy)

17. Useful Telephone Numbers:



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Sandwell Multi Agency Safeguarding Hub 0121 569 3100

West Midlands Police – 101

Local Authority Early Help Team 0121 569 7297

Local Authority Designated Officer – 0121 569 4770

Local Authority Child Protection Officers for Education 0121 569 4770

Child Sexual Exploitation Team 0121 569 2524

Prevent (Extremism) Coordinator Manjeet Pangali 0121 569 2322

NSPCC Helpline 08085000

NSPCC Whistleblowing Helpline 0800 028 0285

18. Statutory School Policies:

A full list of statutory policies can be found at the DfE. Note that none of these policies relate to safeguarding and child protection.

19. Other School Policies relating to a Safe Environment

Anti-bullying

Behaviour management

Drugs and substance misuse

Equal opportunities

Online Safety (*including Acceptable Use Policies and Use of Digital Images*)

First aid (*including management of medical conditions, intimate care*)

Health and safety (*including school security*)

Racial equality

Recruitment and selection

Sex education

Staff handbook - guidance on conduct

Whistle blowing

20. Useful Links

www.sandwellscb.sandwell.gov.uk

www.dfe.gov.uk

www.ofsted.gov.uk

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/> (information for parents)

21. Prevent Duty



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Shireland Hall Primary Academy has a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views the same way we protect them from sexual exploitation, Female Genital mutilation and gang violence. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Date: November 2017 Reviewed March 2018

Signed: Melinda Connelly, Safeguarding Governor

Signed: Nargis Bostan, Chair of Governors

Date for Review: November 2018

APPENDIX A

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

- It may involve conveying to children that they are worthless or unloved, 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 the 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, though it may occur alone.



Sexual Abuse

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,
- Grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

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.



APPENDIX B

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, significant harm

Situation

- I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren't aware of the referral.

Assessment and actions

- I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered).
- Or: I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).
- An Early Help Assessment has/hasn't been completed/followed prior to this referral.
- The child is now (describe current condition and whereabouts).
- I have not been able to assess the child but I am concerned because..
- I have (actions taken to make the child safe).

Family factors

- Specific family factors making this child at risk of significant harm are, EG parenting capacity, family/environment, child's developmental needs
- Additional factors creating vulnerability are ...
- Although not enough to make this child safe now, the strengths in the family situation are

Expected response

- In line with "Keeping Children Safe in Education' 2016 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken urgently?
- Other recommendations.
- Ask: Do you need me to do anything now?

Referral and recording

- Completion of MARF/ Early Help Assessment and would appreciate it if you would get back to me as soon as you have decided your course of action.
- Exchange names and contact details with the person if verbal conversation takes place.



APPENDIX C

The role of the Executive Principal is to:

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by Sandwell Safeguarding Children Board and easily available to all staff and volunteers for reference
- Be responsible for following local procedures for allegations against persons in a position of trust and attend all relevant meetings when required
- Liaise with the nominated governor on child protection issues and school policy
- Appoint a designated member of staff for child protection to co-ordinate action within the school and liaise with other agencies, as appropriate, on suspected cases of safeguarding and child protection
- Ensure that the designated member of staff for child protection receives appropriate training and support
- Understand the role of the designated member of staff for child protection.
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions
- Make parents aware of the school's child protection policy.
- Work with appropriate local partners to create a safe environment for children at the school
- Make certain that when school premises are used by members of the public, care is taken to ensure that children are not placed at risk. Where activities take place during the school day, the school and its governing body need to ensure that effective arrangements are in place
- Ensure when services or activities are provided directly by school staff the schools arrangements for child protection will apply
- Ensure when services or activities are provided separately by a third party, the governing body should seek assurance that the body concerned has appropriate policies and procedures in place and that written agreements make clear the lines of accountability. Consideration should be given, when approving a letting, as to the backgrounds of the individuals making use of the premises. A risk assessment should be conducted prior to any letting taking place; the ultimate responsibility for approving lettings rests with the Governing Body of the School.

The role of the designated member of staff for child protection

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.



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The designated member of staff for child protection should be a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the local authority (LA), and working with other agencies.

The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate directing other staff.

Broad areas of responsibility proposed for the Designated Member of Staff for Child Protection

Referrals:

- Support vulnerable children/families or refer cases of suspected abuse to the relevant service or investigating agency
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies
- liaise with principal to inform them of any issues and ongoing investigations and ensure there is always cover for this role.

Training:

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how the Sandwell Quality Assurance Unit operates, the conduct of a child protection case 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/safeguarding policy especially new or part time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise including trainee teachers and supply teachers;
- Be able to keep detailed accurate secure written records of referrals/concerns;
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness:

- Ensure the school's child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure parents/carers see copies of the child protection policy to ensure they are aware of the fact that referrals may be made and the role of the school therein;



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- Where children leave the establishment, ensure their child protection file is copied for the new establishment as soon as possible but transferred separately from main pupil file. If a child leaves and the new school is not known, the appropriate process is used so that these children can be included on the database for lost pupils.
- Although the designated member of staff for child protection is responsible for following safeguarding and child protection procedures, it is not their responsibility or that of other school staff in schools to investigate suspected abuse. No further action should be taken than those defined in the school child protection/safeguarding policy, inappropriate action may compromise further action.

The role of the governing body is to:

- Have a signed safeguarding and child protection policy and procedures in place that are in accordance with procedures issued by the Sandwell Safeguarding Children Board procedures as well as relevant legislation and ensure the policy is made available to parents on request;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including DBS checks as defined in the guidance issued by the Independent Safeguarding Authority (ISA)
- Have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with local guidance.
- Have a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA, and working with other agencies and ensure that they undertake training relevant to their role at least every 2 years.
- Ensure the Executive Principal, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at least every 3 years, and that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- Remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay;
- Ensure that a member of the governing body (usually the Chair) is nominated to be responsible for liaising with the LA and /or partner agencies, as appropriate in the event of allegations of abuse being made against the Executive Principal.
- Review its policies and procedures annually and provides information to the LA about them and about how safeguarding and child protection duties have been discharged.
- Recognise the contribution the school can make to helping children keep safe through the PSHE curriculum.



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- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to current legislation.
- Appoint an individual member of the governing body to champion child protection/safeguarding issues within the school, liaise with the Executive Principal/designated member of staff for child protection about them, and provide information and reports to the governing body. It is not appropriate for that person to take the lead in dealing with allegations of abuse made against the Executive Principal. That is more properly the role of the Chair of Governors or, in the absence of a Chair, the vice/deputy chair.
- Make certain that when school premises are used by members of the public, care is taken to ensure that children are not placed at risk. Where activities take place during the school day, the school and its governing body need to ensure that effective arrangements are in place.
- Ensure when services or activities are provided directly by school staff the schools arrangements for child protection will apply.
- Ensure when services or activities are provided separately by a third party, the governing body should seek assurance that the body concerned has appropriate policies and procedures in place and that written agreements make clear the lines of accountability. Consideration should be given, when approving a letting, as to the backgrounds of the individuals making use of the premises. A risk assessment should be conducted prior to any letting taking place; the ultimate responsibility for approving lettings rests with the Governing Body of the School.
- Whether the governing body acts collectively or an individual member takes the child protection lead, it is imperative that all governors undertake child protection training to understand the processes that the school should follow



Child

Adult

You have a **concern** regarding a child.
A child has made a **disclosure** to you.

You have a **concern** regarding an adult.
An adult has made a **disclosure** to you.

The **concern** or **disclosure** is recorded on the yellow 'Record of Concerns' form

The **concern** or **disclosure** is recorded on the yellow 'Record of Concerns' form

The yellow 'Record of Concerns' form must be handed into the Safeguarding Team or SLT

The yellow 'Record of Concerns' form must be handed into Claire Quinn, SLT or Allan Shephard

Please remember it is vitally important that you follow the prompts provided. Do not ask the child to write anything down, sign anything or take any photographs.

All information should be factual and accurate.

PLEASE NOTE: If the disclosure is about a member of staff this should only be reported to Allan Shephard or SLT who will notify Allan Shephard. If the disclosure concerns SLT this needs to be reported to Allan Shephard. If the disclosure concerns Allan Shephard this needs to be reported to the chair of governors.

The school's Safeguarding Team then makes the following decision:

If a child is in immediate risk of harm:
A referral is made to Multi Agency Safeguarding Hub email: access_team@sandwell.gcsx.gov.uk
0121 569 3100
Parents are only contacted if the concern does not relate directly to them.

If a child is not in immediate risk but concerns are severe:
Advice is taken from an Early Help Social Worker at Common Operating Group (COG) 0121-569-7297. The appropriate action is taken to support the child.

If a child is not at risk of harm but there are issues which the family need support with:
The school engages with a variety of outside agencies to support the families' needs. This may be done through the Early Help Team

Out of hours – Duty of Care – 0121 569 3100

During an investigation with children's social care and police, a member of SLT or Operational Lead will liaise with the safeguarding team member to establish what support is needed.

Please always remember: Don't think "What if I'm wrong?" Think "What if I'm right?"

Don't think "What if I'm wrong?" Think "What if I'm right?"