

Safeguarding Policy

Guidance in this policy is in line with advice from the Local Authority and the Department for Education Document, 'Safeguarding Children and Safer Recruitment in Education' and 'Working Together to Safeguard Children'.

**Designated Person for Safeguarding:
Mr Adrian Martin, Headteacher.**

**In his absence:
Miss Rachel Price, Deputy Headteacher.**

**Designated Governor for Safeguarding:
Mrs Yvonne Turnbull**

Contact details are given at the end of this policy.

Introduction

Greasby Junior School fully recognises its responsibilities for child protection. The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school.

We believe that children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school environment at all times.

The atmosphere within our school is one which encourages all children to do their best. We provide opportunities which enable our children to take and make decisions for themselves.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

We recognise our responsibility to implement the Prevent duty and do so in the context of our promotion of the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

Key members of staff have completed Prevent training and are aware that if any concerns will be referred by the Headteacher (or Deputy Headteacher in his absence) to the Wirral 'Channel Panel'.

Further information about the ways in which we promote these values can be found in the British Values Policy (on the school website).

Aims

Our Safeguarding policy applies to all staff, governors and volunteers working in the school. The policy comprises five main aims:

1. To ensure that we follow safe recruitment practices in checking the suitability of staff and volunteers to work with children.
2. To raise awareness of child protection issues and to equip children with the skills needed to keep them safe.
3. To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.
4. To support pupils who have been abused in accordance with his/her agreed child protection plan.
5. To establish a safe environment in which children can learn and develop.

Procedure to follow if there is a concern about a child:

1. If any member of staff has a concern about a child's safety and welfare they must report that concern to the Designated Person (Deputy Headteacher in his absence).
2. The Designated Person refers the concern to the Local Authority's children's social care service, following up the referral in writing within 48 hours (at Greasby Junior School the Designated Person will, wherever possible, send a written fax detailing the referral before the telephone call, to provide the social care worker with an accurate and thorough picture of the concern).
3. The Social Worker and manager will acknowledge receipt of the referral and decide on the next course of action within one working day.
4. The Social Worker will feedback the next course of action to the Designated Person.
5. The Designated Person will feedback on a 'need to know basis' within the school environment. This will always include the Deputy Headteacher, the child's Year Leader and class teacher.
6. Possible actions will be:
 - No further Social Care involvement at this stage, but support provided through the common assessment framework (CAF).
 - An initial assessment carried out by the Social Care Worker as a result of concerns about the child's immediate safety. This

assessment may then lead to 'child in need' support, the level of which will depend upon the identification, through the initial assessment, of potential for actual or likely significant harm to the child.

Procedure to follow if a child discloses information to a member of staff:

1. If possible, record the disclosure on a separate piece of paper (not in a mark book) so that they can be stored securely. Say, "Do you mind if I make some notes? I want to make sure I don't forget what you're telling me."
2. Record the time and date of the disclosure and sign the notes.
3. Do not investigate/question the child – only the police and social service care workers are legally bound to investigate. Gather information and clarify what the child says for accuracy.
4. To clarify, make notes as close to verbatim as possible.
5. Do not give the child the impression that the disclosure will be kept secret. Say, "I will have to tell (Designated Person) if I think you, or someone else, will, or could be harmed."
6. Tell the Designated Person (Mr Martin) immediately and give him the notes made.

Procedure to follow if there is an allegation against a member of staff

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in school is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation.

At Greasby Junior School this procedure is as follows:

1. The allegation should be reported immediately to the Headteacher (or, in his absence, the Deputy Headteacher).
2. If the Headteacher is the subject of the allegation, the Chair of Governors should be contacted (contact details at the end of the policy).
3. The Local Authority Designated Officer (LADO) should then be contacted. This is currently Suzanne Cottrill, who can be contacted at the Professional Development Centre, Bromborough (contact details at the end of the policy).
4. The parents/carers of the child/children involved should be told about the allegation as soon as possible and kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.
5. In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care or the police as appropriate, should consider what support the child or children involved may need.
6. The school should also keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is

appropriate for the individual (this may include support via the LA's Occupational Health arrangements).

7. Confidentiality – every effort should be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.
8. The details of the allegation should be recorded, kept on the person's confidential personnel file and a copy given to the person concerned. This should be a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and any action taken/decision reached. This enables accurate information to be given in response to any future request for a reference if the person has moved on. It will also provide clarification in cases where a future CRB Disclosure reveals information from the police about an allegation that did not result in a criminal conviction. Further, it will help to prevent unnecessary reinvestigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

The Continuum of Need

Depending on the severity of the need, different levels of support can be accessed:

Level 1 – Universal Services

These are children and young people who make good overall progress in all areas of development. All children and young people are entitled to receive support from these services which are available to everyone, irrespective of their needs. This includes GP's, health visitors and school nurses, schools, youth service, leisure and play facilities and housing.

Level 2 – Single Agency Response

Some children require support beyond that provided by their families and universal services. Their life chances would be improved with effective, single agency support. Any practitioner working with a child or their family may identify, in the presentation or behaviour of the child, that they have additional needs, which could be met by a single agency or service. The thresholds of need will help determine whether or not the child's needs can be addressed within one's own agency or from other services. If these needs can be met in a co-ordinated manner by the single agency service there is no need to do anything else.

Level 3 – Multi-agency response

Some children will have more complex needs. Their life chances will be almost certainly improved by effective multi-agency support.

If a practitioner believes that a multi-agency response may be required and appropriate consent has been given, he/she should complete a CAF (Common Assessment Framework) form and arrange a Team Around the Child meeting where a lead professional will be appointed. The process must be discussed with the child and/or their parent/carer and consent obtained. The progress of the assessment and

the implementation of the plans will be considered at review where decisions regarding further agency involvement will be made.

At this level a Social Worker will not be involved. However, it may sometimes be useful to contact an Area Social Worker or a Social Work team to agree on a course of action, namely if Social Care are to take a referral or if other agencies will coordinate services.

Level 4 – Acute Needs

Where a child is at risk of significant harm, or has experienced significant harm a referral must be made to Social Care without delay. The referral point is at Central Advice and Duty team (CADT), Social Care 0151 606 2008.

CADT provides a single access point to children's social care in Wirral. CADT can also be used for consultation purposes if the caller is unclear on how to proceed, in which case you should expect a written record of the consultation.

Our children's safety and well-being is of paramount importance

We recognise that because of the day to day contact with children, 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.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education to ensure that:

- We have a designated senior person for child protection who has received appropriate training and support for this role (details given above)
- All staff will receive appropriate training at least every three years.
- Each year all staff read the updated 'Keeping Children Safe in Education' document.
- We have a nominated governor responsible for child protection. This is Mrs Yvonne Turnbull (contact details at the end of the policy).
- Every member of staff (including temporary staff) and governing body knows the name of the designated senior person responsible for child protection and his role.
- All supply staff, visitors and volunteers are aware of who to contact if they have any concerns (and that the named person is immediately accessible to them).

- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Person responsible for child protection.
- Parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. This policy is also available on the school's Virtual Learning Environment.
- Social services are notified if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Effective links are developed with relevant agencies and that we co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- We keep written records of concerns about children, even where there is no need to refer the matter immediately.
- All records are kept securely, separate from the main pupil file, and in locked locations.
- We follow procedures where an allegation is made against a member of staff or volunteer (see above).
- Safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The curriculum; weekly Circle Time sessions provide a secure environment for all children to discuss any issues which concern them. Classroom Suggestion Boxes encourage children to discuss concerns anonymously if they wish. In addition, our skills based curriculum relies heavily on speaking and listening, which develops in the children strong communication skills and high levels of confidence, enabling them to articulate their feelings/concerns clearly to staff.
- Excellent relationships between all staff and pupils; pupils feel comfortable to approach staff with any concerns.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a strong sense of being valued.
- The school Behaviour and Anti-Bullying Policies, which are aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, the School Nurse, the Catholic Children's Society, Child and

Adult Mental Health Service, Education Welfare Service and the Educational Psychology Service.

- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Female Genital Mutilation

- 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 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 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 examine 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.

Roles and Responsibilities

Governors

The Governing Body should:

- Have a Safeguarding Policy and procedures in place that are in accordance with LA guidance and locally agreed inter-agency procedures. The policy should be 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 Disclosure and Barring Service (DBS) and checks against the ISA Barred lists.
- Have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA and locally agreed inter-agency procedure (see above).
- 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.
- Ensure the Headteacher 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 three yearly intervals, 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 or partner agencies, as appropriate in the event of allegations of abuse being made against the Headteacher.
- Review its policies and procedures annually.
- Recognise the contribution the school can make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the personal, social and health education (PSHE) curriculum.
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to the Education (Prohibition from Teaching or Working with Children) Regulations 2003, as amended.

Headteacher should:

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the local safeguarding children board (LSCB) and easily available to all staff and volunteers for reference.
- Liaise with the nominated governor on child-protection issues and school policy.
- Appoint a designated senior person to co-ordinate action within the school and liaise with other agencies on suspected abuse cases.
- Ensure that the designated senior person receives appropriate training and support.
- Understand the role of the designated senior person.
- 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 Safeguarding policy.
- Work with local partners such as LAs and Children's Social Care departments to create a safe environment for children at the school.

Contact Details

Governors

Chair (Mrs Yvonne Turnbull): 0151 6041484 (h) 07707005453 (m)

Vice Chair (Mrs Wendy Clements): 0151 677 7137 (h) 07870977835 (m)

Safeguarding Governor (Mrs Yvonne Turnbull): see above

Staff

Headteacher (Mr Adrian Martin) – (w) 0151 6771837 (h) 0151 3531804.

Mob: 07794678036

Deputy Headteacher (Miss Rachel Price) – (w) 0151 6771837 (h) 01519036809

Mob: 07734959223

Monitoring and Review

The named Governor participates in the school's child protection training.

This policy will be reviewed annually by the Governing Body (See GB Minutes)