

Hall Meadow Primary School



Safeguarding Children and Child Protection 2017

Hall Meadow Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All of our school policies and procedures reflect this priority.

REVIEWED BY Assistant Headteacher and staff: September 2017

PASSED BY GOVERNORS: September 2017

NEXT REVIEW DATE: September 2018

Signed:

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Named Staff and Initial Contacts

Designated Safeguarding Lead (DSL): Tania Watts

Deputy Designated Safeguarding Leads (DSLs): Sarah Powell, Sarah Dickens, Beth Renshaw and Shoma Ricotta.

Nominated Safeguarding Governor: Mona Mehta

Designated Teacher for Looked After Children (LAC) and those that have previously been LAC children: Sarah Powell

Cover Arrangements

During term time, the Designated Safeguarding Lead and/or a Deputy Designated Safeguarding Lead will be available during school hours for staff in the school to discuss any safeguarding concerns with.

The Role of a Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Leads are found in *Annex B of "Keeping Children Safe in Education" 2016* and include:

- Provision of information to the Northamptonshire Safeguarding Children Board (NSCB) /Local Authority on safeguarding and child protection;
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to the Multi-Agency Safeguarding Hub (MASH) (and/or Police where a crime may have been committed);
- Acting as a source of support, advice and expertise within the school;
- Attending and contributing to Child Protection Conferences when required;
- Ensuring each member of staff has access to and understands the school's child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance - the Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education" - 2016 – Information for all School and College Staff" and the "Staff Code of Conduct";

- Keeping detailed, accurate and secure written records of concerns and referrals
- Obtaining access to resources and training for all staff and attend refresher training courses annually;
- Where children leave the school, ensuring that their child protection file is copied and handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. (Original records must be maintained securely by the school);
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns and patterns of concerns or complaints. (See also the section; 'Records, Monitoring and Transfer' p.14).

Safeguarding Referrals

Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH):
0300 126 1000;
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk;
- In an emergency outside office hours, by contacting the Emergency Duty Team on **01604 626938** or the Police on **999**.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**
- Concerns about an adult working with children or young people should also be made to the MASH Designated Officers by contacting **0300 126 1000** or completing the online referral;
https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=H2t2EEekTDq#_ga=1.267886926.1326693507.1469011842

Confidentiality

In accordance with the DfES circular 10/95 Hall Meadow Primary School acknowledges that child protection raises issues of confidentiality which must be clearly understood by all staff. We recognise that **all** staff, both teaching and non-teaching, have a 'responsibility' to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Social Care, Health Services and the Police). We recognise that if a child confides in a member of staff and requests that the information is kept secret, it is important that they tell the child sensitively that he or she has a responsibility to refer the cases of alleged abuse to the appropriate agencies for the child's sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Child Protection records are kept securely locked.

Monitoring

Safeguarding practices are monitored in the following way:

- Daily risk management
- Policy Review
- Incidents Reports
- Outcomes for children
- Wellbeing tracking
- Governor audits
- Section 11 audit – Northamptonshire County Council
- Inclusion and Quality Mark
- Investors in People Assessments
- Bi annual External Audit by safeguarding expert
- Child Protection Records

The policy is updated and amended in accordance with changes in legislation and practice on a needs basis, but at least annually following external training (04-09-17).

Mission Statement

Hall Meadow Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All our school policies and procedures reflect this priority.

Aims of this Policy

- To protect children from maltreatment
- To prevent impairment of children's health and development
- To ensure that children are within a learning context that ensures effective provision for a safe and caring environment

Purpose of this Policy

- To inform staff, parents and governors about the school's responsibilities.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Statutory Guidance

This policy is consistent with:

- The Children Act (1989)
- The Children Act (2004)
- The legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of The Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]
- The statutory guidance "Keeping *Children Safe in Education – Statutory Guidance for Schools and Colleges*" – Sept 2016
- The government's '*Working Together March 2015*' which sets out statutory guidance for agencies
- The Northamptonshire Safeguarding Children Board (NSCB) Procedures, which contain procedures and guidance for safeguarding children
- The Sexual Offences Act (2003)
- The Counter Terrorism and Security Act (Section 26) (2015) PREVENT DUTY
- The Female Genital Mutilation Act (2003) (Section 74, Serious Crime Act 2015)

Safeguarding

We understand safeguarding to be everything that we do as a school to keep our children safe. Safeguarding encompasses all of our paying and non-paying activities. Hall Meadow has a large number of safeguarding policies that pertain to the safety and welfare of our children. These include: Our Staff Handbook, Medication Policy, Inclusion Policy, Critical Incident Procedures, Off Site Visits Policy, Positive Handling Policy, Attendance Policy, Lone Working Policy, Health and Safety Policy and Procedures, Safeguarding in Technology Policy, Online Safety Policy, Behaviour Policy, Anti-Bullying Policy, Whistle Blowing Policy, Equality of Opportunity Policy, Recruitment of Staff Policy and specific references made in our Curriculum Policies and risk management procedures.

Child Protection

We understand that child protection is part of our safeguarding procedures and is to promote the welfare of the children in our care. Child protection procedures involve activities that we undertake to protect children who are in immediate danger or who are at risk of suffering significant harm.

School Staff

Teachers and support staff, governors and volunteers are particularly well placed to observe indications that a child's social, physical, emotional or mental wellbeing is at risk. We recognise the important role that the school has in identifying symptoms of abuse and recognise that it is our responsibility to secure early help for all children by working with children and families so that small problems do not become big problems. We recognise that safeguarding and child protection is the responsibility of **all** staff.

All staff members receive annual safeguarding and child protection training with regular updates given via staff meetings, the display in the staff room or via email. DSL training is completed fully every two years, with updates and refresher training at least annually. Temporary staff and volunteers are made aware of our safeguarding policies and procedures by the Designated Safeguarding Lead.

Extended School Activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

Parents and Other Working Partners

We ensure that all parents and other working partners are aware of our Safeguarding and Child Protection Policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents.

We recognise that every family goes through challenging times at some point and work to ensure our policies and procedures help to identify emerging concerns early in order to avoid small problems becoming bigger.

Safeguarding as Part of Our Every Day Practice

We recognise that the most effective way to safeguard our children is to be vigilant and aware as part of our everyday routines. The following practices are intended to provide a safe environment for everyone.

- For all staff to recognise that it is their responsibility to safeguard the children and to actively pursue issues where they have identified a concern.
- For all staff to be aware of our safeguarding policies and to revisit these regularly so that their knowledge is up to date.
- For staff to support with daily risk assessments to ensure that the school environment is ready to receive children. Risk assessment folders are in each class room and the Site Supervisor conducts a daily risk assessment.
- For office staff and the Head Teacher to follow our 'First Response Procedures' which identify the absence rates for the day and contact parents before 9.15am if there is an unexplained absence on any day.
- For staff to receive visitors to school appropriately, ensuring that all necessary security checks have been carried out and monitoring their activities with a mindful awareness for the potential for grooming or radicalization.
- For teachers to carefully register the children in the morning, and following lunchtime (namely 8.50a.m. and 1.10p.m.).

- To ensure that permission is sought from the Head Teacher (or Assistant Head in her absence) if a child is ill and needs to leave the school site before the end of the school day.
- By all staff adhering to safety measures in place for each curriculum subject and activity undertaken and to integrate safety awareness into their teaching.
- To create an emotionally positive classroom environment so that the children feel able to talk openly to the adults in our school and report any concerns accordingly.
- For staff to support children with the administration of medication if required and to rigidly follow procedures in place to ensure the safe administration of medication.
- For staff to create a safe emotional climate in the lunch hall so that children feel relaxed and safe and able to eat properly. To monitor and report any concerns around children's eating behaviour.
- To ensure that children are either directly or passively supervised at all times.
- For teachers to support our pupil voice activities which include a termly class discussion forum and a weekly voice discussion linked to matters raised by the children.
- To support our Prefects and International Schools work so that children develop the capacity to support and protect on another.
- For all staff to follow procedures and risk management strategies when preparing for an off-site visit.
- For all staff to treat children fairly and with equality so that they develop a strong sense of self and thus the capacity to recognise when they are in an abusive situation.
- For everyone to report and record concerns with factual accuracy.
- For staff to carefully track the wellbeing of our children and to report the data to our Pupil Wellbeing Leader each term.
- For staff to ensure that children enter and leave the premises safely and that no Reception or KS1 pupil is left unattended in the playground in the mornings or after school.
- For Reception and KS1 children to only be handed over to people named on the 'Collection List' located in the risk assessment folders in each class. Children in Year 3 and above may travel home unattended but only if parental permission has been given. Pupils at Hall Meadow are not to go home with anyone younger than Year 7. Supply teachers will be given support wherever possible when seeing the children out at the end of the day.

Safeguarding of Children with Special Educational Needs (SEN) and Disabilities

We recognise that pupils with SEN or a disability are particularly vulnerable and have an increased risk of being abused or neglected. We safeguard pupils with SEN by identifying them on the SEN register, Wellbeing tracking and School Provision Map and recognise that additional barriers can exist when identifying abuse and neglect in this group of children.

These can include;

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further explanation
- Communication barriers and difficulties
- The child's understanding of abuse
- A disabled child's reliance on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased

Safeguarding within our Curriculum

To enable children to develop protective behaviours to safeguard their wellbeing we incorporate a range of initiatives into our curriculum and daily practices.

These include:

- A curriculum that is aimed at engaging the children
- Bike ability training
- Assemblies focused on safety and health
- First aid training for staff
- Drugs awareness education
- A healthy food policy
- Sex and relationships education
- Sports activities to promote fitness for life
- Rigorous security systems and procedures
- Secure procedures for seeing children on and off site
- A 'First Response' call if children do not arrive at school
- Bullying workshops/cyberbullying/wellbeing days within the school
- Traffic safety education
- Freedom of information linked to support networks
- The development of spirituality through religious education curriculum
- Awareness of violence within relationships (including awareness of peer-on-peer abuse)
- An agreed protocol for using internet facilities and information to guide parents
- Specific programs led by individual staff to help alleviate difficulties for identified children
- Educational visits
- Circle time opportunities and class discussions
- Direct teaching of personal social and health education
- Tracking and reporting to parents about their child's personal and social education
- A PATH (Parent And Teacher Hour) on a weekly basis
- School planners to communicate with parents
- Youth development support for transition phases
- Visits from and to transfer schools
- Monitoring visits from Governing Body
- Health and safety audits
- Fire safety checks
- Risk assessments linked to on and off-site activities
- Class discussion forums
- Awareness of extremism/radicalisation
- Awareness of online safety
- Awareness of diversity issues
- Year 6 mentoring
- Jigsaw – Whole school PSHE teaching and learning programme

School Procedures for Child Protection

If any member of staff is concerned about a child he or she must inform Tania Watts (DSL), Sarah Powell, Sarah Dickens, Beth Renshaw or Shoma Ricotta (Deputy DSLs). Concerns should not be discussed with the child's family if it is deemed that in doing so it increases the risk of harm to a child.

Information regarding the concerns must be recorded by the member of staff on the same day. The recording must be a clear, precise, factual account of the observations using a yellow form which can be found on the safeguarding board in the staff room.

Tania Watts (or a Deputy DSL) will decide whether the concerns should be referred to the MASH and/or the Police. If it is decided to make a referral this will be done without prior discussion with the parents if it is deemed that doing so increases the risk of harm to the child.

If a referral is made to the MASH, Tania Watts (or a Deputy DSL) will ensure that a written report of the concerns is sent to the social worker dealing with the case within 48 hours.

Particular attention will be paid to the attendance and development of any child who has been identified as "at risk" or who has been placed on the Child Protection Register.

If a child who is known to be on the Child Protection Register changes school Tania Watts (or a Deputy DSL) will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school receiving a receipt for transfer of these records.

When should we be Concerned?

What is Child Abuse?

(Definition from 'Keeping Children Safe in Education' 2016)

“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.”

Staff should be concerned about a pupil if he or she;

- Has any injury which is not typical of the bumps and scrapes normally associated with children's injuries.
- Regularly has unexplained injuries.
- Frequently has injuries (even when apparently reasonable explanations are given).
- Gives confused or conflicting explanations on how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age.
- Discloses an experience in which he or she may have been significantly harmed.
- Seems unhappy or uncommunicative.
- Is frequently late or absent from school.
- Is losing weight without a medical explanation.
- Is collected by family members who appear to be under the influence of drugs or alcohol.
- Exhibits attitudes or behaviour that is extreme and intolerant towards others.
- Indicates in some way that they are living in a high-risk environment.

Honour Based Violence

At Hall Meadow Primary School, we recognise that Honour Based Violence (HBV) encompasses all crimes which have been committed to protect or defend the honour of a family and/or community. These include Forced Marriage and Female Genital Mutilation (FGM). All forms of HBV are abuse and will be handled and escalated as such.

Peer on Peer Abuse

At Hall Meadow Primary School, we recognise the significance of peer on peer abuse. We recognise that if one child causes harm to another this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive we consider;

- Whether there is a large difference in power (for example age, size, ability, development) between the children concerned, or;
- Whether the perpetrator has repeatedly tried to harm one or more other children, or;
- Whether there are concerns about the intention of the alleged perpetrator

We recognise that peer on peer abuse can manifest itself in many different ways and different gender issues can be prevalent. We recognise that severe harm may be caused to children by abusive and bullying behaviour of other children and that it can take many forms, including, bullying, physical abuse, sexual abuse and on-line abuse. We also recognise that children who abuse others may also be children in need of help and are likely to be experiencing abuse themselves.

Child Sexual Exploitation

Definition: Child sexual exploitation is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into **sexual** activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status.

Female Genital Mutilation (FGM)

FGM is classed as a form of child abuse in the UK. As with other types of abuse, it therefore needs to be treated as a serious child protection issue by schools.

Forced Marriage

A Forced Marriage is where one or both people do not (or in the case of people with learning difficulties, cannot) consent to the marriage and pressure or abuse used. It is an appalling and indefensible practice and is recognized in the UK as a form of violence amongst women and men and a serious abuse of human rights. Forced Marriage became illegal as of 16th June 2014.

Radicalisation and Extremism

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, social and cultural development of pupils, and within this British Values. The curriculum should prepare pupils for Life in Modern Britain.

Schools should also promote Community Cohesion – *See separate Community Cohesion Policy.*

Hall Meadow Primary School's current risk for this is: Low.

Dealing with a Disclosure

If a pupil discloses that he or she has been abused in some way, the member of staff should;

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to the MASH and/or police and/or it may not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping below)

Record Keeping

When a pupil has made a disclosure the member of staff should: -

- Make a brief note as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Indicate the position of any bruising or other injury on the diagram on the yellow **Cause for Concern** form
- Record statements and observations rather than interpretations or assumptions
- Ensure that any records are passed to a Designated Safeguarding Lead or Deputy DSL.

Records, Monitoring and Transfer

We recognise that well-kept records are essential to good child protection practice. All of our staff are clear about the need to record and report concerns about a child or children within the school. Our Designated Safeguarding Lead and Deputy Safeguarding Leads are responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to, other agencies.

Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead or the Deputy Safeguarding Leads and the Head Teacher.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. **At the end of each of our six terms, the Designated and Deputy Safeguarding Leads meet to review the progress of each open child protection case. The outcomes of this are recorded. This also provides the school with an opportunity to escalate matters if we determine that current practice is not safeguarding a particular child. Escalation strategies will be recorded as appropriate.**

When children transfer to another school, copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post and original documents kept (until a child has reached 25 or 75 if the child is a looked after child). Files requested by other agencies e.g. Police, should be copied and shared as appropriate.

Allegations Involving School Staff

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headteacher. If the complaint is about the Headteacher, the person must inform the Chair of Governors.

*Please read this policy alongside the **'Managing Allegations' Policy** for full details.*

Whistle Blowing

Irrespective of how thorough recruitment practices are, we need to recognise that people and circumstances are subject to change. Should any member of staff have concerns about the conduct of any adult working with or having access to children, they should immediately notify the Head Teacher. The school's **Whistle Blowing Policy** outlines procedures for this.

Any person expressing concern about the conduct of another adult will not be discriminated against in any respect. Support will be provided for the person raising concerns if this results in any personal distress to them.

The NSPCC whistleblowing helpline **0800 028 0285** is available Monday-Friday between the hours of 8.00am and 8.00pm for staff who are concerned about child protection failures in the workplace. Outside of these hours they can be contacted via email on; help@nspcc.org.uk

APPENDICES

APPENDIX 1

DEFINITIONS OF ABUSE

(from 'Keeping Children Safe in Education' 2016)

What is Child 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."

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.

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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, rubbing or 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, or 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 commit sexual abuse, as can 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 and clothing, 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 takers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs

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

APPENDIX 2

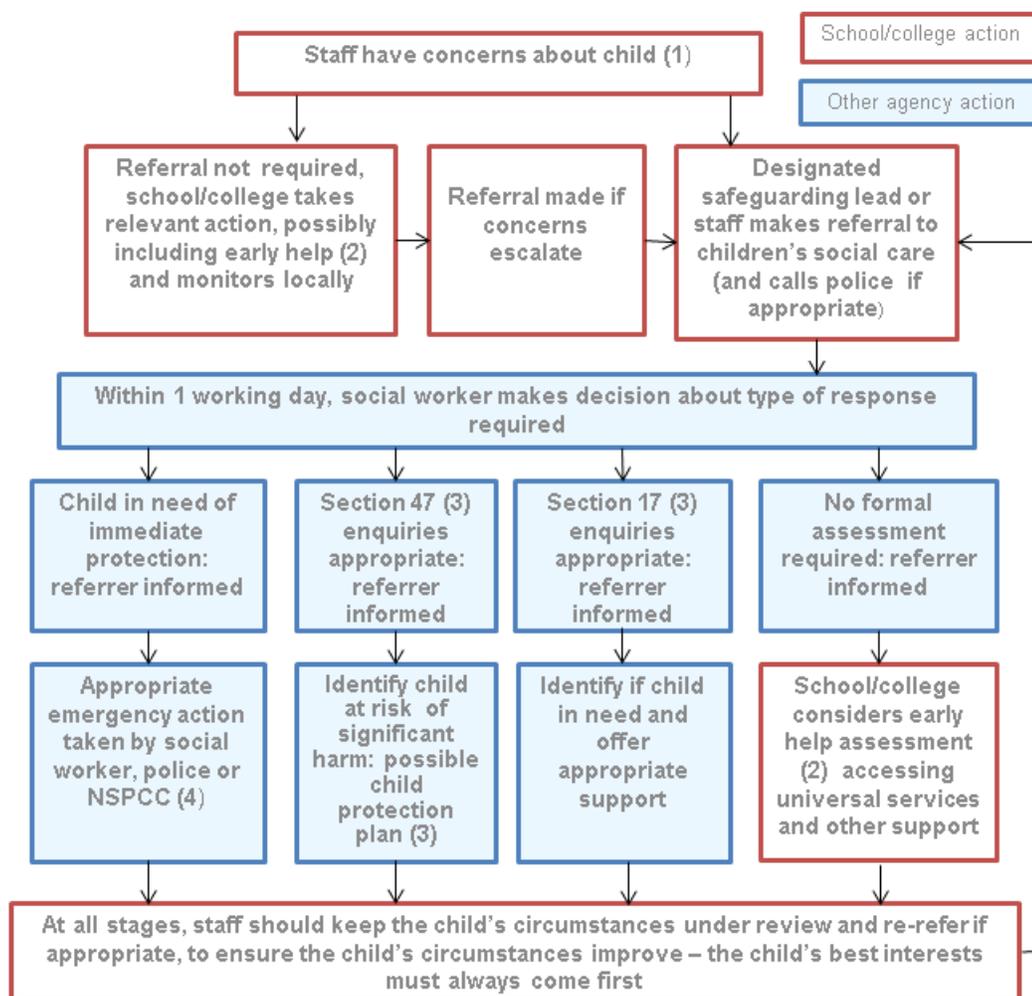
Glossary of Terms

EHA	Early Help Assessment	The EHA is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool which can be used by all agencies in Northamptonshire who are delivering early help. Its purpose is to provide a coordinated response so no one misses out on the support they may need.
EIP	Educational Inclusion Partnership	Formerly known as the 'Education Entitlement Service,' this Local Authority department covers Elective Home Education, Children Missing Education, Exclusions, Children in Entertainment & Employment, and Attendance.
CAMHS	Child and Adolescent Mental Health Services	These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care (such as identifying mental health problems), to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.
CIN	Child in Need	All children and young people have different needs. Similarly, a family's ability to meet those needs may differ. A CIN Assessment will identify those needs and ensure the family receives the right help. Under the Children Act 1989, an under-18 will be deemed a Child in Need (CIN) if they need extra help from the Local Authority (to be safe and healthy), or if they are disabled. If a child is deemed a CIN, a social worker will normally draw up a Child in Need Plan, which will set out what extra help the local authority (and other agencies) will provide to the child and their family.
(I)CPC	(Initial) Child Protection Conference	An Initial Child Protection Conference is convened when concerns of significant harm are substantiated and the child is judged to be suffering, or likely to suffer, significant harm. The conference must consider all the children in the household, even if concerns are only being expressed about one child.
LAC	Looked After Child	Under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she is under 18 years old and has either been provided with accommodation (for a continuous period of more than 24 hours), is subject to a care order, or is subject to a placement order.
MASH	Multi-Agency Safeguarding Hub	The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the MASH. It makes the process of dealing with referrals quicker and more effective by improving the way all agencies work together to share information.
NSCB	Northamptonshire Safeguarding Children's Board	The NSCB is the new name for the Local Safeguarding Children Board (LSCBN) which is the successor to the Area Child Protection Committee. The Board is made up of representatives from a range of public agencies with a common interest and with duties and responsibilities to children in their area. It has responsibility for ensuring effective inter-agency working together to safeguard and promote the welfare of children in the area.

APPENDIX 3

Flowchart of Actions when there are Concerns about a Child

Actions where there are concerns about a child



APPENDIX 4

Safeguarding Forms (on yellow paper)

Hall Meadow Primary School

Cause for Concern Form

This form is to report all Child Protection/Safeguarding concerns.

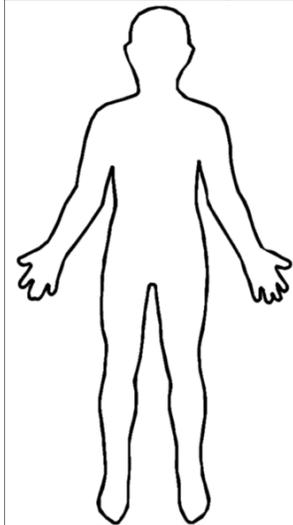
Designated Safeguarding Lead: Tania Watts

Deputy Safeguarding Leads: Sarah Powell, Sarah Dickens, Beth Renshaw, Shoma Ricotta

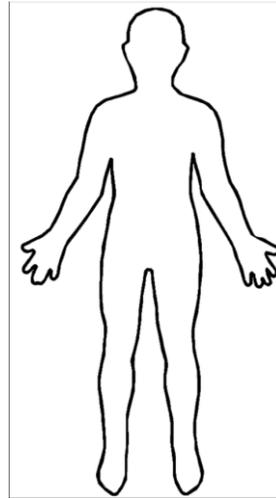
Child's Name:		Date of Birth:	
Class/Year Group:	Date:	Time:	
Area/Nature of Concern: Please note in your reason for concern the following points: Who – Who was present? Where – Where were you? What – What did the child/person actually say? Be factual and concise. Use clear, straightforward language which is free from opinion or judgement. If there are any visible marks or injuries please also indicate these on the body diagram overleaf.			
Information shared with anyone? (E.g. Parent/Carer/Other Professional etc.)			
Advice Given/Actions Taken			
Member of Staff:		Signed:	

If applicable please indicate on the diagram the type of injury, position and size. If not applicable score through with N/A

Front of Body



Back of Body



Passed to Designated Safeguarding Lead (Name):

Date:

Time:

Action Taken / Follow up by DSL

Signed (DSL):

Date:

Hall Meadow Primary School
Closing Action Form

This form is to be used to close cases where a cause for concern has been raised and resolved and no further incidents have been reported / no Designated Safeguarding Leaders: Tania Watts, Sarah Powell, Sarah Dickens, Beth Renshaw and Shoma Ricotta.

Child's Name:	Date of Birth:
Class/Year Group:	Date:
Closing Action Taken / Closing Comments	
Signed (DSL):	Date:

APPENDIX 5

Procedures to follow in cases of Possible, Alleged or Suspected Abuse, or Serious Concerns About a Child

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A. General

- 1) The Northamptonshire Children Safeguarding Board Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on NCSB website www.northamptonshirescb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC “Thresholds and Pathways”.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see p. 4). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and in individual cases advice from Children’s Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, **do not** investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the Designated Officer at the MASH to seek advice.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager at the MASH. See contacts on Page 4 of this policy.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – Main Procedural Steps

- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: **0300 126 1000**.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the NCSB Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details on page 4 of this document.

- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.

APPENDIX 6

Process for dealing with allegations against staff (including Headteachers) and volunteers

(References to staff in this process include staff in schools, central services and volunteers)

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children 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; or
- 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.

Relevant documents:

- DfE “*Keeping Children Safe in Education: Statutory guidance for schools and colleges*” - April 2016 (part 4).
- NSCB procedures – Section 5.

A. Individual Staff/Volunteers/Other Adults who receive the allegation:

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Headteacher.
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer at the Multi-Agency Safeguarding Hub on the same day).

B. Headteacher

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the Designated Officer at the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

- 4) Report to the Multi-Agency Safeguarding Hub if the Designated Officer advises so or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the Designated Officer
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

C. Chair of Governors (only relevant in the case of an allegation against the Headteacher)

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Notify the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the Designated Officer advises so or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with Designated Officer
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.