



# Trafalgar Infant School

## Child Protection Policy



**Responsibility: Lynne Thompson & Simon Bradley**

**Date reviewed: February 2017**

**Next review date: February 2018**

Trafalgar Infant School fully recognises its responsibilities for child protection. This policy outlines these responsibilities and in particular that of the Designated Safeguarding Lead (DSL). It also outlines the procedures of the action to be taken where the abuse of a child is suspected.

The Designated Safeguarding Lead is the Headteacher, Lynne Thompson and the Deputy Designated Safeguarding Lead is Deputy Headteacher, Fiona Opholt, Inclusion Co-ordinators Jo Dyson & Sharon Brazier. The Nominated Safeguarding Governor is Simon Bradley and the Deputy Nominated Safeguarding Governor is Lizzy Lenferna de la Motte. The role of the Nominated Safeguarding Governor is to meet regularly with the Inclusion Co-ordinator (InCo) (this has been delegated to the InCo by the DSL) to monitor that appropriate policies and procedures are in place and that they are being implemented correctly. Compliance with the policy will be monitored by the DSL and through staff performance measures.



The procedures used within Trafalgar Infant School are outlined below:

<b>1</b>	<b>Introduction</b>
<b>2</b>	<b>Statutory Framework</b>
<b>3</b>	<b>The Designated Safeguarding Lead</b>
<b>4</b>	<b>The Governing Body</b>
<b>5</b>	<b>Safer Recruitment</b>
<b>6</b>	<b>Records and Monitoring</b>
<b>7</b>	<b>Supporting Children</b>
<b>8</b>	<b>Whistleblowing</b>
<b>9</b>	<b>What to do if you have serious concerns about a child's welfare.</b>
<b>10</b>	<b>Allegations involving school staff or other adults working with children in school</b>
<b>11</b>	<b>What to do if a child is in need of immediate safeguarding action</b>
<b>12</b>	<b>Specific Safeguarding Issues</b>
<b>Appendix 1</b>	<b>Keeping Children Safe in Education: information for all school and college staff (DFE 2015)</b>
<b>Appendix 2</b>	<b>Flow charts one to four</b>



## **1. INTRODUCTION**

Trafalgar Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

At our school safeguarding is seamlessly embedded within our organisational culture. Our very structure is supported on all sides by policies and procedures into which safeguarding best practice has been diligently interwoven.

The governance, leadership, management and staffing of our school is underpinned by those policies and procedures which are regularly reviewed to ensure they aid us in the delivery of an outstanding service. As a school we are driven by a set of core values with safeguarding and child protection at the very heart and every adult who seeks to join us is expected to adhere to those values and become part of a cohesive child-centric community that is Trafalgar Infant School.

Experience tells us that infant school age children are not always able to understand what they are feeling or why they are feeling it. Even if they do know they may not be able to articulate it. They will however know that something is wrong and their demeanour and or behaviour will probably provide clues. At Trafalgar Infant School we believe it is the responsibility of every adult who works in school to spot that there is something wrong, to do something about it and to make sure that whatever concerns are raised are followed through to the best conclusion for the child.

The school's document 'Safeguarding at TIS, Information for the School Community' and the TIS Child Protection Policy applies to all children, staff, Governors, parent helpers, visitors and volunteers in the school. This policy is reviewed on an annual basis. There are five main elements to our policy:

- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan (or Child in Need Plan for lower level concerns);
- Establishing a safe environment in which children can learn and develop.



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:

- Create and maintain a safe learning environment for children and young people;
- Encourage a culture of listening to children, allowing them to voice their thoughts and taking account of their wishes and feelings;
- Establish and maintain an environment where children are given time and attention and adults take the time to notice;
- Include opportunities across all areas of the curriculum for children to develop the skills they need to recognise and stay safe from abuse; and
- Identifying where there are child welfare concerns and taking action to address them in particular with the other organisations where appropriate.

We will follow the procedures set out by the Achieving for Children (AfC) and London Safeguarding Childrens’ Board (LSCB) and take account of guidance issued by the DfE to safeguard children and promote their welfare.

### **Policy Review**

This policy is due for review as part of the Spring 2018 Governing Body Committee Meetings.

Signature: *Mrs Lynne Thompson*  
Head Teacher

Date: 21<sup>st</sup> March 2017

Signature *Mr Simon Bradley*  
Chair of Governors

Date: 22<sup>st</sup> March 2017

**Reviewed by All Committee: Spring 2017**  
**Next Review: Spring 2018**

<b>Date of change</b>	<b>Summary of significant changes and the reasons</b>
Spring 2016	Policy rewritten to cater for changes and to bring it up to date with DofE best practices
Spring 2017	The contact number for the local SPA has been changed and the definition for CSE has also been amended. Some quotes from the July 2015 version of KCSiE are no longer direct quotes as the document has been changed. As these are changes to quotes rather than changes to safeguarding duty, they are being looked at separately from this review.



## 2. STATUTORY FRAMEWORK

Under the Education Act 2002 and Children Acts 1989 & 2004 schools and their staff should give effect to their duty to safeguard and promote the welfare of their pupils. Trafalgar Infant School has created the following procedures which in conjunction with our other school policies enables us to respond to any situation where we believe that a child has been abused or is at risk of abuse. They also cover such situations where a member of staff is accused of, or suspected of, abuse. In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The London Child Protection Procedures (2014)
- Keeping Children Safe in Education (DfE Sept 2016)
- Keeping Children Safe in Education: information for all school and college staff (DFE Sept 2016) – APPENDIX 2
- Working Together to Safeguard Children (DfE March 2015)
- The Education (Pupil Information) (England) Regulations 2005

Working Together to Safeguard Children (DfE 2013) requires all schools to follow the procedures for protecting children from abuse which are established by the Richmond LSCB.

The School in conjunction with our Facilities Management providers, PPP, has also taken the necessary measures to ensure that other groups and individuals who hire or use our school whether inside or outside of the school's core hours follow our child protection policies and are aware of their duties, if children or vulnerable adults are using the building or grounds.

Furthermore, Keeping Children Safe in Education (DfE Sept 2016) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the London Safeguarding Children Board (LSCB)
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A designated senior person, referred to in 'Keeping Children Safe in Education DfE, Sept 2016' as Designated Safeguarding Lead should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with responsibility as the Designated Safeguarding Lead should undergo updated child protection training every two years

The document "Keeping Children Safe in Education" DfE Sept 2016 must be read in conjunction with this policy and should be kept as an appendix to the school's child protection policy. The school will publish its child protection policy on its website and signpost all stakeholders to information that will actively keep children safe online.



### **3. THE DESIGNATED SAFEGUARDING LEAD**

Keeping Children Safe in Education (DfE Sept 2016) states:

**Governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description (see Annex B which describes the broad areas of responsibility). This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.**

The Designated Safeguarding Lead (DSL) for Child Protection in this school is:

NAME: **Mrs Lynne Thompson** in the absence of the DSL the Deputy DSL acts on her behalf.

The Deputy Designated Safeguarding Lead for Child Protection in this school is:

NAME: **Mrs Fiona Optholt or Ms Joanna Dyson**

**SPA Contact Number: 020 8547 5008**

**The broad areas of responsibility for the Designated Safeguarding Lead at Trafalgar Infant School are:**

#### **Managing referrals**

This school recognises that it is an agent of referral and not of investigation. In the event that a case of suspected abuse comes to our attention the DSL will:

- Refer it to the Local Authorities (LA) children's social care;
- Report it to the Police in those cases where a crime may have been committed;
- Ensure she remains informed of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; and
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The DfE has provided clear guidelines on what we as a school and Governing Body should do if we suspect that a child has been abused. It is not, however, the responsibility of teachers and other staff in school to investigate suspected abuse. They should not take action beyond that agreed in the procedures established in this Policy (in accordance with guidance from LSCB). The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LSCB and Achieving for



Children (AfC). If the allegations involve a member of staff the Headteacher or Chair of Governors follow the procedures established in Section 10 of this policy.

### **Staff training and awareness**

The DSL of Trafalgar Infant School has an important role in ensuring all staff and members of the school community, where relevant, receive appropriate training and are kept up to date with the changing face of safeguarding. The DSL at this school will:

- Ensure that any new or key messages from relevant or refresher training courses are passed to all staff and members of the school community, where relevant;
- Make herself (and any deputies) known to all staff and members of the school community, where relevant (including new starters and supply teachers)
- Ensure all staff and members of the school community, where relevant, have had training in child protection. This training will be relevant to their needs and to the requirements of their role in school to enable them to identify and report any concerns to the DSL immediately;
- Provide updates to staff and members of the school community, where relevant of changes to safeguarding best practice; and
- Ensure each member of staff and members of the school community, where relevant has access to and understands the School's Child Protection Policy and procedures, especially new and part time staff.

### **Training**

The DSL should receive appropriate training, carried out at least every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how LSCB operates and how AfC conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Receive training in how to identify abuse and know when it is appropriate to refer a case;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them;



### **Raising Awareness**

The DSL should ensure the school policies are known, understood and used appropriately as relevant to the staff and the school community:

- Ensure the Statement of Commitment and TIS Child Protection Policy are available publicly via the school's website and that the duty of referral statement is present on the website and e-School such that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Ensure that safeguarding contact details are kept prominently displayed in the school offices, staff gallery areas and staff rooms to ensure that all staff, children and parents have unfettered access to safeguarding support. The policy will be available as a hard copy, as required, including in staff areas.
- Ensure the TIS Child Protection Policy is reviewed annually by relevant safeguarding staff and the Governors of this school as part of the Policy Review Schedule. The procedures outlined in this policy and the means by which they are implemented must also be updated and reviewed regularly;
- Link with the LSCB and AfC to make sure staff are aware of training opportunities and the latest local policies on safeguarding (<http://www.kingstonandrichmondscb.org.uk/>);
- Where children leave the school, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.
- Ensure the school's policy for Continual Professional Development includes the provision of training and awareness updates in relation to safeguarding and child protection as relevant to staff roles. This training needs to be recorded in staff Performance Management files with expiry dates and kept up to date by regular refresher training.





#### 4. THE GOVERNING BODY

Keeping Children Safe in Education (DfE Sept 2016) states:

**Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - staff/pupil relationships and communications including the use of social media. Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.**

The Governing Body of Trafalgar Infant School ensures that they comply with its duties under legislation by regularly reviewing this policy and the Safeguarding at TIS document and staying up to date with safeguarding best practice. It also has regard to this guidance to ensure that the policies, procedures and training in our school are effective and comply with the law at all times. Regular self assessment style audits of safeguarding take place

The following policies and documents are made available to all governors and staff:

- TIS Child Protection Policy
- Local Authority (LA) Whistleblowing Policy which is part of the Anti-Fraud Framework
- TIS Whistleblowing Policy
- Staff Code of Conduct
- Staff Safe Working Practice Agreement
- School Code of Ethical Practice
- Staff Handbook
- E-Safety Acceptable Usage Agreement (AUA)
- E-Safety Policy

In particular, the Governing Body via the Nominated Safeguarding Governor (inc. Child Protection):

- it contributes to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified;
- that an effective child protection policy is in place, together with staff behaviour policies, and that they are reviewed annually as part of the Policy Review Schedule;
- it appoints a Designated Safeguarding Lead who should undergo child protection training, at Level 3 and a Level 3 refresher two yearly;
- the prioritisation of the welfare of children and young people and creation of a culture where staff are confident to challenge senior leaders over any safeguarding concerns;
- that children are taught about how to keep themselves safe.



The Headteacher (who is the DSL) and Nominated Safeguarding Governor will provide an annual report to the Full Governing Body detailing any changes to policy and procedures, and key school safeguarding data, such as serious incidents, numbers of children looked after or subject to child protection plans, and details of any allegations made against staff or volunteers, and subsequent action, permanent or temporary exclusions, children missing education, or those with concerning attendance records. The report includes an understanding of the special needs of students and matters of diversity and ethnicity. There is also an annual audit of the Single Central Register that takes place and the results are reported back to the Governing Body.

The Chair of Governors, who is also the Nominated Safeguarding Governor in this school is:

Name: Simon Bradley

Contact Number: 07973 553331

In the absence of the Chair of Governors/ Nominated Safeguarding Governor, the Deputy to the Nominated Safeguarding Governor is:

Name: Lizzy Lenferna de la Motte

Contact Number: 07961 995615



## 5. SAFER RECRUITMENT

Keeping Children Safe in Education (DfE Sept 2016) states:

**In line with part three of this guidance, governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place. The School Staffing Regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.**

The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children whether through volunteer or paid employment. The school uses established professional contacts, reliable publications and reputable organisations to attract the best candidates. The following processes are part of the administrative aspects of recruitment and form the basis of the data on the Single Central Register.

The school's statement of commitment is used on all adverts for new appointments as follows: *'This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'*

### Interviews

The school tries to have at least 3 members of the Governing Body who have completed Safer Recruitment training (which is refreshed every 5 years) to ensure that all recruitment panels will have at least one member who is appropriately trained. (The school uses AfC training courses however the Richmond LSCB offers level 4 training or alternatively, the NSPCC offers online Safer Recruitment training: <https://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/>)

### Employment Checks:

The following guidance is used by recruitment panel in addition to the recommendations of safer recruitment training, as they consider references and employment. The Employment Check List on Page 14 is completed and added to staff personnel files.

### References

Consider the following when looking at an employment reference:

- It is on company headed paper?
- Is it from the person who you requested it from?
- Are references available from the last two employers?
- Is it signed by the author and is it an original signature?
- Has someone spoken to the referee?



### **DBS (Disclosure and Barring Service)**

For all staff and members of the school community undertaking Regulated Activity the school requires them to apply for a DBS Certificate. Best practice means the school requests this to be updated every 3 years which it carries out via the DBS Update service. Where a candidate has lived abroad it may be necessary to conduct relevant additional checks as the DBS system only contains information relating to UK residents. The school's HR/Admin procedure requires the following:

- The DBS form **MUST** be completed in **Black ink**.
- Only **Enhanced** DBS can be portable. Standard DBS are not portable.
- A portable DBS is only valid for 1 year from **Date of Issue** therefore a new DBS application should be made prior to the expiry of their portable DBS.
- The employee must provide the original DBS certificate. Both sides of the original Disclosure should be **copied and then, dated** and **signed as 'copy of original'**.

### **Medical Clearance**

All candidates are questioned at interview as to whether they believe they are medically fit for the job they are applying for. The school's HR/Admin procedure requires the following:

- All new employees complete a Medical Fitness Questionnaire.
- For an existing employee taking up a different post they may be subject to another medical clearance depending on the type of work carried out.
- Employees are reminded of the importance of advising the school, in confidence, should their health condition change which would impair their ability to do the job.

### **National Insurance Numbers**

In order to be employed at the school all candidates are asked to produce their National Insurance Number (NINO). The school's HR/Admin procedure requires the following:

- All employees require a permanent NINO before they can commence work as opposed to the temporary number. Evidence of this is kept in the individual's personnel file.
- If a candidate does not have a NINO they need to contact the National Insurance helpline <https://www.gov.uk/government/organisations/hm-revenue-customs/contact/national-insurance-numbers/>, to make an appointment for an 'evidence of identity interview'. At the appointment they should request a form CA5404 which demonstrates that they have had their interview and are just awaiting their NINO. This will be acceptable to commence employment.
- If a CA5404 form is used to commence employment, the new employee should be reminded to notify their Manager as soon as they have received their permanent NINO.

### **Right to work in the U.K.**

In order to be employed at the school all candidates are asked to produce evidence of their right to work in the UK. The school's HR/Admin procedure requires the following:



- A copy of the necessary documentation as evidence of their right to work in the UK. This copy is kept in the individual's personnel file. The required documentation is explained at <https://www.gov.uk/legal-right-work-uk/>.

### **Teaching Qualification Check & Prohibition Order check**

All teaching staff candidates are asked to provide their Teacher Registration Number as evidence of their qualification to be considered for a teaching post at the school. Checks are also made for any Secretary of State Prohibition Orders that might be in effect.

### **Childcare Disqualification by Association**

All new staff and volunteers complete a return in relation to discloseable information relating to convictions, personal matters or disqualification by association. On employment staff members are asked to annually review their personal situation with respect to this regulation and to report any changes to the school.



The school uses the following form as part of the appointment process for new staff.

**Confirmation of Appointment Check List**

Name:.....

Post:..... School:.....

**References:**

1)..... Date received:.....

Date checked:..... By whom:..... Acceptable: Y / N

2)..... Date received:.....

Date checked:..... By whom:..... Acceptable: Y / N

**DBS:**       Standard       Enhanced

Does employee have a portable DBS disclosure: Y / N

Date of Issue:..... Is it Acceptable:.....

Disclosure no:.....

Issue Date:.....

List 99 Checked

**Medical Clearance:**      Date Cleared: .....

**NI number:**          (cannot be Temporary Number)

**Does employee have the right to work in the UK:** Y / N

I can confirm that all the above clearances are been satisfactory.

Headteacher signature:.....

Date Signed:.....

Please return to Trafalgar Infant School Office once completed.



## **6. RECORDS AND MONITORING**

Well kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child, the status of such records and when copies of these records should be passed to other agencies.

Staff are provided with guidelines as to how to manage a disclosure situation. Any member of staff receiving a disclosure of abuse or noticing indicators of neglect must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records are signed and dated and will include the action and advice taken, including any differences of opinion. This is then presented to the DSL and where appropriate a referral is made. These instructions can be found in the Staff Handbook and Red Safeguarding Folders found in every class room and both staff rooms.

All files notes are kept by the Inclusion Co-Ordinator in a confidential and secure location. Chronological order is maintained and they are kept separate to pupil records. All child protection records are stored securely and confidentially and are retained for 3 years after the last entry.

If a pupil leaves the school, these files are copied and forwarded to the pupil's new education setting, marked "confidential" and for the attention of the receiving school's DSL. If a child leaves and the new school is not known, the relevant person in the Local Authority Admissions Team is alerted so that this child can be included on the database for missing pupils;



## 7. SUPPORTING PUPILS

The Designated Safeguarding Lead (DSL) ensures that the school is represented at, and a report is submitted to, child protection conferences, child in need meetings, strategy meetings, core group meetings, and looked after children reviews. Whoever attends will have been fully briefed on any issues or concerns. The school commits to regular liaison with other professionals and agencies who support families and also commit to honest and open communication with families. The school recognises the additional vulnerability of children with disabilities or special needs, and that children may become vulnerable due to matters of concern in the home environment: domestic abuse, mental health concerns or substance use.

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 or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- Well trained staff who are conversant with research, practice and procedures to promote children's welfare and keep them safe, both at home and in the community.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school's Behaviour Management and Anti-Bullying Policy and the Golden Rules 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;
- An effective whole school policy against bullying and that there are measures in place to prevent all sorts of bullying amongst pupils;
- The school staff with specific training in welfare and nurture;
- Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology service;
- The use of calming and defusing behaviour management strategies first to de-escalate a violent or aggressive incident. Physical restraint will only be used as a last resort in situations where calming and defusing strategies have failed to de-escalate the situation and there is a risk of likely injury to the child concerned or others and/or likely significant damage to property. If there is information to suggest that a child is likely to behave in a way that may require physical control or restraint, a risk assessment is undertaken. (Refer to the policy 'Use of physical restraint'). Teachers are allowed to use reasonable force to control or restrain pupils under certain circumstances. Other people may do so, in the same way as teachers, provided that they have been authorised by the Headteacher to have control or charge of pupils. A member of the Senior Leadership Team will be called to support and take the lead





if a child's behaviour is showing any signs of escalating to a level where the child's safety or that of others may be compromised.



## **8. WHISTLEBLOWING**

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's Staff Code of Conduct, LA Staff Code of Conduct, Code of Ethical Practice, Safe Working Practice Agreement, the LA Whistleblowing Policy in the anti-fraud framework and the TIS Whistleblowing policy. Any staff member can press for re-consideration of a case if they feel a child's situation does not appear to be improving. They must refer their concerns to the DSL or the Nominated Safeguarding Governor or the Richmond Single Point of Access (Richmond SPA) directly, if they have concerns for the safety of a child.



## 9. WHAT TO DO IF YOU HAVE SERIOUS CONCERNS ABOUT A CHILD'S WELFARE

### **When there are serious concerns about a child's welfare but no specific evidence of abuse:**

A member of staff may become concerned about a child whose appearance, behaviour, health, academic progress, relationships or demeanour give rise to general worries about his or her care and well-being, but no specific evidence of abuse has occurred. In such cases, the following steps should be taken: **See Flowchart One**

As a person who works with children, staff have a duty to refer safeguarding concerns to the DSL.

The member of staff should report their concerns to the DSL. The member of staff who is reporting concerns records information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations using the school's guidelines for recording the facts, as appropriate.

The DSL will decide whether it is appropriate and safe to consult with the child's parents/carers depending on the nature of concerns. However, where a strategy discussion is required, or police or children's social care services need to be involved, the DSL should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents/carers. If the decision is to inform parents/carers then a meeting must be arranged as soon as possible in order to discuss the concerns. Parents/carers should also be made aware of the need to maintain confidentiality whilst investigations are ongoing. The DSL will make a written record of what the parents/carers said and how they reacted. If the parents/carers fail to respond to the request to discuss the concerns, that also will be noted. Depending on the nature and seriousness of the initial concerns and the parent/carer reactions from the meeting the DSL will decide whether the situation warrants a formal child protection referral to the Richmond SPA as follows:

- i. It may be the case that evidence comes to light that abuse has occurred, or is at risk of occurring, by a person unrelated to the child and not someone involved in the child's family life. In such cases the referral should make this clear. The Richmond SPA will then liaise with the Police Child Abuse Investigation Team on the best way to proceed.
- ii. A request may be made for a 'Child in Need' assessment, with the possibility of social work support being offered to the family. The DSL should outline the concerns in writing to the Richmond SPA via the Common Assessment Framework (CAF).
- iii. If no referral is necessary. This decision will be recorded, with reasons and dated. The DSL may decide that the matter should continue to be dealt with internally within the school. This may include, in appropriate cases, advising the parents/carers of the school's concerns if that hasn't already happened.



If the child is/ or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect a child's welfare and to arrange appropriate training for staff to manage the behaviour if necessary.

If, at any point, there is a risk of immediate serious harm to a child a formal child protection referral should be made to the Richmond SPA. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Any staff member may take their concerns further and contact the Richmond SPA if they think:

- their concerns are not taken seriously by the school or any other organisation or
- if the action taken by professionals to safeguard the child is in their opinion insufficient and
- the child is considered to be at continuing risk of harm

**Action to be taken when a child discloses, or a member of staff suspects, that abuse has occurred that does not involve school staff or other adults working with children in school:**

If a child makes a disclosure to a member of staff (or other adult) that they are suffering or at risk of suffering significant harm, or if a member of staff becomes aware of any information suggesting that child abuse may have occurred or is likely to occur, then the following steps must be taken: **See Flowchart Two.**

The member of staff to whom the disclosure is made, or who becomes aware of actual or potential abuse, must refer the matter immediately to the DSL.

The DSL listens to what the child or young person wishes to say in response to the concerns and clarifies any matters which are not clear in the child's account but **must not** conduct an in-depth interview or investigation of the allegation. The DSL must explain to the child at the outset of such a discussion that no promise of personal confidentiality can be made, even if the child should request this, as this would not be possible if there were a subsequent child protection enquiry. The DSL should explain to the child what could happen next.

The DSL will keep an accurate written and dated record of anything the child has said about the matter (if the headteacher were not the DSL, this information would be passed to the Headteacher. The DSL, will make a referral and/or gain advice from the Richmond SPA.

If the decision is not to refer, the DSL must officially log the decision, the reasons for it and any subsequent action taken in respect of the child who raised the matter initially.



Where it is decided that the matter should be referred, the school should immediately contact the Richmond SPA or known case-holding social worker in the relevant team, depending on the pupil's place of residence. The DSL should state the cause for concern and any action so far taken.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts from the parent/carer e.g. a child being subjected to abuse, maltreatment or threats or being forced to remain silent if the alleged abuser is informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- Placing a member of staff or staff from any agency at risk.

Where, based on the information available, the Richmond SPA decides that it is not appropriate to proceed further with a child protection enquiry, the social worker concerned will provide advice to the school on any other action that may be taken to promote the child's welfare within 24 hours. This could include intervention by other Social Services teams or workers, the Education Welfare Service, the Health Service or Voluntary agencies.

Where, based on the information available, it is decided that a 'Section 47' investigation is needed, the school will be asked to complete a formal *Child Protection Referral Form*. The form will be made available to them at the time. It should be completed as soon as possible to the Duty Officer of the Richmond SPA, or to the allocated Social Worker if the child already has one. A signed copy should be forwarded immediately afterwards by post.

The enquiry will start within 24 hours of the decision to proceed being made. A Child Protection Strategy Discussion will be called, which in appropriate circumstances would involve the Police Child Abuse Investigation Team, to discuss the future handling of the case. School staff will normally be asked to attend this meeting to provide background information.

One outcome of the Strategy Discussion will be a decision on what information should be shared with the family, and by whom. Consideration will be given to the fact that such information sharing could in some circumstances, place the child in a position of risk of significant harm, or else could jeopardise a subsequent police investigation into an alleged offence.

The Richmond SPA will then have full responsibility for pursuing and concluding the enquiry, and for co-ordinating with the Police Child Abuse Investigation Team, medical personnel and other key workers. They will inform the school and all other key workers involved of subsequent developments.



## **10. ALLEGATIONS INVOLVING SCHOOL STAFF OR OTHER ADULTS WORKING WITH CHILDREN IN SCHOOL**

An allegation against a member of staff or other adult working with children in school is any information which indicates that the person may have:

- Behaved in a way that has, or may have harmed a child;
- Possibly committed a criminal offence against/related to a child;
- Behaved towards a child or children in a way which indicates she or he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of school staff or other adult has contact within their personal, professional or community life.

**If a child or young person makes an allegation of physical or sexual abuse against a staff member, such as a teacher (other than the Headteacher) or a non-teaching member of staff, the following steps must be followed: See Flowchart Three**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the e-Safety Policy, Staff Code of Conduct, LA Staff Code of Conduct, Code of Ethical Practice, Safer Working Practice Agreement or Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

***The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter. The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but refer the concern to the LADO at the Richmond SPA.***

Where the allegation is not made directly to the Headteacher, the person to whom the allegation is reported must immediately inform the Headteacher. If it is the Headteacher against whom the allegation is made, then the Chair of Governors should be informed, see contact details below.

The Headteacher should report the matter to the Local Authority Designated Officer (LADO) at the Richmond SPA, within 24 hours, who will offer any appropriate advice to the Headteacher and oversee the investigation, including strategy meetings.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. He or she should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only. Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

Where the Strategy Discussion subsequently decides that a child protection enquiry should not be undertaken, this decision and any subsequent recommendations for other action will be



recorded and reported back to the other parties concerned. The Strategy Discussion may decide to recommend that an internal investigation be carried out by the school or Education Service. If this internal investigation discovered other facts of a serious nature, it would always be possible to reconvene another Strategy Discussion. In appropriate circumstances, such cases might be referred to the Quality Assurance sub-group of the Richmond LSCB.

Where the Strategy Discussion decides that a child protection or criminal investigation should be pursued, this decision will be recorded and an action plan drawn up. The relevant Social Services locality team will then have full responsibility for pursuing and concluding the enquiry, co-ordinating with the Police Child Protection Team, medical personnel and other key workers. They will inform the school and all key workers involved of subsequent developments.

It is possible that the facts of a case may warrant an investigation of the member of staff concerned under the LA's disciplinary procedures. In addition to child protection best practice the school uses NAHT guidelines for Conducting an Investigation (Oct 2012). Such an investigation **must not** be conducted while any formal child protection enquiry or criminal investigation is being pursued and only following LADO advice.

#### **Allegations made against the Headteacher (who is also the DSL at this school)**

If the Headteacher is the person against whom the allegation is made, then the following alternative steps should be taken: **See Flowchart Four**

The initial report should be made to the Chair of Governors (who is also the Nominated Safeguarding Governor). As before, a written and dated record should be made within 24 hours. The Nominated Safeguarding Governor should take responsibility for contacting the LADO at the Richmond SPA who will then advise as to how to take things forward.

Where the Strategy Discussion subsequently decides that a child protection enquiry should not be undertaken, this decision and any subsequent recommendations for other action will be recorded and reported back to the other parties concerned. The Strategy Discussion may decide to recommend that an internal investigation be carried out by the school or Education Service. If this internal investigation discovered other facts of a serious nature, it would always be possible to reconvene another Strategy Discussion. In appropriate circumstances, such cases might be referred to the Quality Assurance sub-group of the Area Child Protection Committee.

Where the Strategy Discussion decides that a child protection or criminal investigation should be pursued, this decision will be recorded and an action plan drawn up. The relevant Social Services locality team will then have full responsibility for pursuing and concluding the enquiry, co-ordinating with the Police Child Protection Team, medical personnel and other key workers. They will inform the school and all key workers involved of subsequent developments.

It is possible that the facts of a case may warrant an investigation of the Headteacher under the LA's disciplinary procedures. In addition to child protection best practice the school uses NAHT guidelines for Conducting an Investigation (Oct 2012). Such an investigation **must not** be conducted while any formal child protection enquiry or criminal investigation is being pursued and only following LADO advice.



**If a child or young person makes an allegation of physical or sexual abuse against an adult who is working with children in school, the following steps must be followed: See Flowchart Two.**

Adults working in school who are not staff members fall into two categories: parent helpers and other adults who are invited into school for a specific reason. The latter group may be volunteers, school clubs, or other self-employed professionals.

For Parent Helpers: To reduce the risk of allegations, all parent helpers are supervised while they are on site by the class teacher they are helping. They are given a leaflet about helping in school and also a red safeguarding card which contains specific instructions about what they can and cannot help with while in school.

For all other adults working in school: To reduce the risk of allegations, all other adults working in school should be aware of safer working practice and should be familiar with the guidance contained in the e-Safety Policy, Staff Code of Conduct, Code of Ethical Practice, Safer Working Practice Agreement or Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

The member of staff to whom the disclosure is made, or who becomes aware of actual or potential abuse, must refer the matter immediately to the DSL.

The DSL listens to what the child or young person wishes to say in response to the concerns and clarifies any matters which are not clear in the child's account but **must not** conduct an in-depth interview or investigation of the allegation. The DSL must explain to the child at the outset of such a discussion that no promise of personal confidentiality can be made, even if the child should request this, as this would not be possible if there were a subsequent child protection enquiry. The DSL should explain to the child what could happen next.

The DSL will keep an accurate written and dated record of anything the child has said about the matter (if the headteacher were not the DSL, this information would be passed to the Headteacher. The DSL, will make a referral and/or gain advice from the Richmond SPA.

If the decision is not to refer, the DSL must officially log the decision, the reasons for it and any subsequent action taken in respect of the child who raised the matter initially.

Where it is decided that the matter should be referred, the school should immediately contact the Richmond SPA or known case-holding social worker in the relevant team, depending on the pupil's place of residence. The DSL should state the cause for concern and any action so far taken.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts from the parent/carer e.g. a child being subjected to abuse, maltreatment or threats or being forced to remain silent if the alleged abuser is informed;





- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- Placing a member of staff or staff from any agency at risk.

Where, based on the information available, the Richmond SPA decides that it is not appropriate to proceed further with a child protection enquiry, the social worker concerned will provide advice to the school on any other action that may be taken to promote the child's welfare within 24 hours. This could include intervention by other Social Services teams or workers, the Education Welfare Service, the Health Service or Voluntary agencies.

Where, based on the information available, it is decided that a 'Section 47' investigation is needed, the school will be asked to complete a formal *Child Protection Referral Form*. The form will be made available to them at the time. It should be completed as soon as possible to the Duty Officer of the Richmond SPA, or to the allocated Social Worker if the child already has one. A signed copy should be forwarded immediately afterwards by post.

The enquiry will start within 24 hours of the decision to proceed being made. A Child Protection Strategy Discussion will be called, which in appropriate circumstances would involve the Police Child Abuse Investigation Team, to discuss the future handling of the case. School staff will normally be asked to attend this meeting to provide background information.

One outcome of the Strategy Discussion will be a decision on what information should be shared with the family, and by whom. Consideration will be given to the fact that such information sharing could in some circumstances, place the child in a position of risk of significant harm, or else could jeopardise a subsequent police investigation into an alleged offence.

The Richmond SPA will then have full responsibility for pursuing and concluding the enquiry, and for co-ordinating with the Police Child Abuse Investigation Team, medical personnel and other key workers. They will inform the school and all other key workers involved of subsequent developments.



## **11. WHAT TO DO IF A CHILD IS IN NEED OF IMMEDIATE SAFEGUARDING ACTION**

### **Action where a child has serious injuries which require immediate Treatment**

If, within the context of these guidelines, a child has injuries which require immediate treatment, the DSL should arrange for the child to be taken to the casualty department of the nearest hospital. They should inform the hospital that child abuse is suspected. The DSL must also arrange for the parents, or those with parental responsibility, to be informed as soon as possible that the child has been taken to hospital. The subsequent reporting of suspected abuse should follow steps in Section 9 above.

### **Action when children are not collected from school at the end of the day**

The child **MUST** remain at School if they are not collected by the person designated by the parent/carer to do so.

Once a reasonable time has elapsed the Headteacher (or the most senior person to whom they have delegated this responsibility) will try to contact the parent/carer using the available telephone numbers;

If the parent/carer has not registered a telephone number with the school, the school will ring the Duty Education Welfare Officer (DEWO) by 4:15 pm at the latest and ask them to make contact with them. At this stage, the DEWO will confirm with the School whether the Richmond SPA should be contacted;

In exceptional circumstances, it may be necessary for a child to be taken from school to another appropriate venue (relative/friend etc) while the parent/carer is being located. The DEWO will make further enquiries to identify any possible alternative venue for interim care of the child until the parent/carer is contacted;

If such a venue cannot be found, the DEWO will visit the home address and if the parent/carer is not at home a standard letter will be left asking them to contact the school before 4:45 pm or the appropriate Children & Families Social Work Team after 4:45 p.m. The DEWO will then immediately contact the Richmond SPA to tell them that there may be a child in need of an emergency placement and that the DEWO is bringing the child to them. The DEWO will then transport the child to the Richmond SPA.



## 12. SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\)](#) – see also below
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness \(FII\)](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – see also below
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)
- Multiple Needs families



### **Further information on Child Sexual Exploitation (CSE)**

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Further information on Female Genital Mutilation**

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. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

### **Children missing from education**

A child going missing from education is a potential indicator of abuse or neglect. School staff members should follow the school's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in this [guidance about children who run away or go missing from home or care](#).



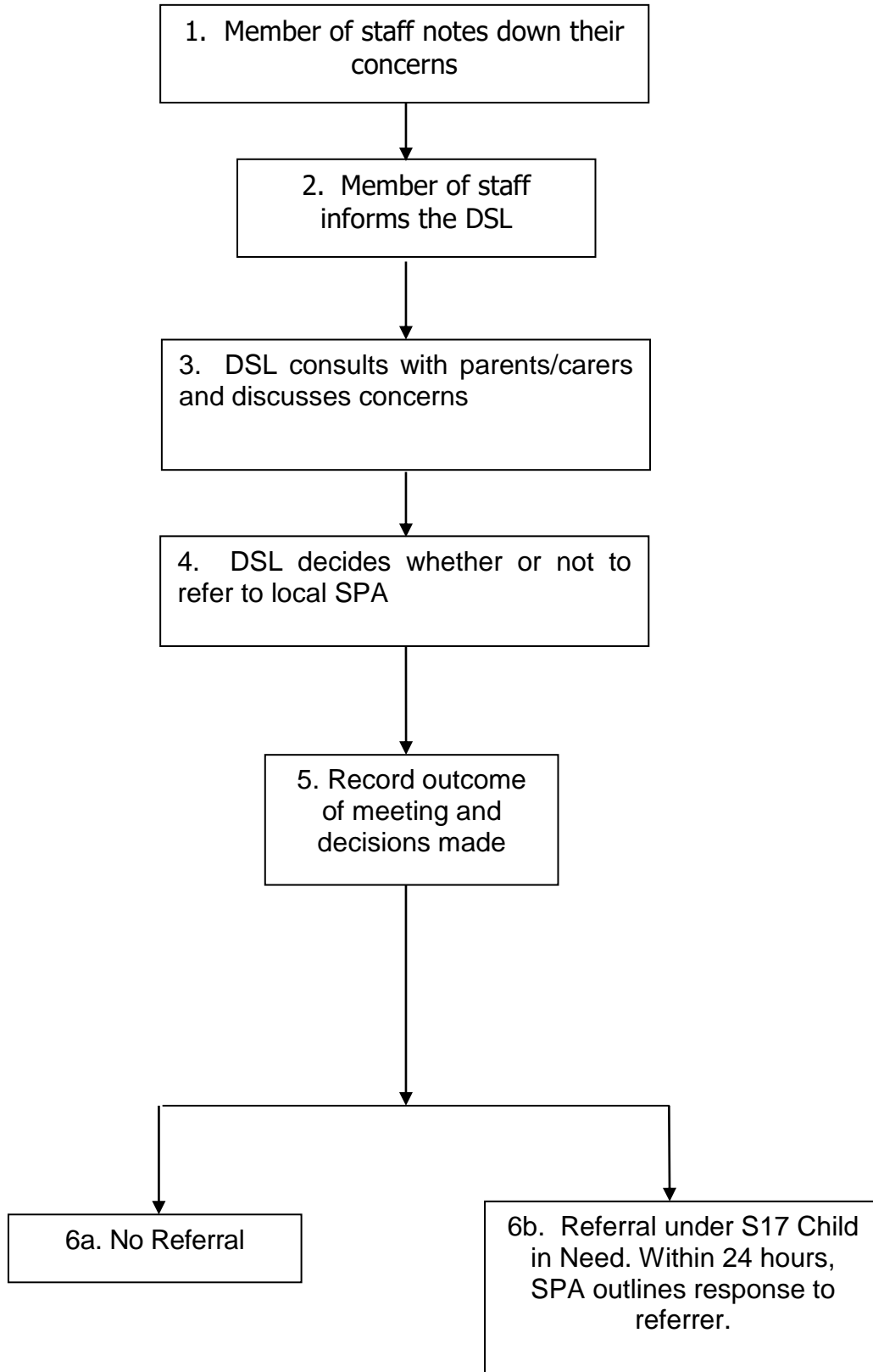
## **Appendix 1**

A copy of Keeping Children Safe in Education needs to be inserted here in the printed copy of this document.



### Flowchart One

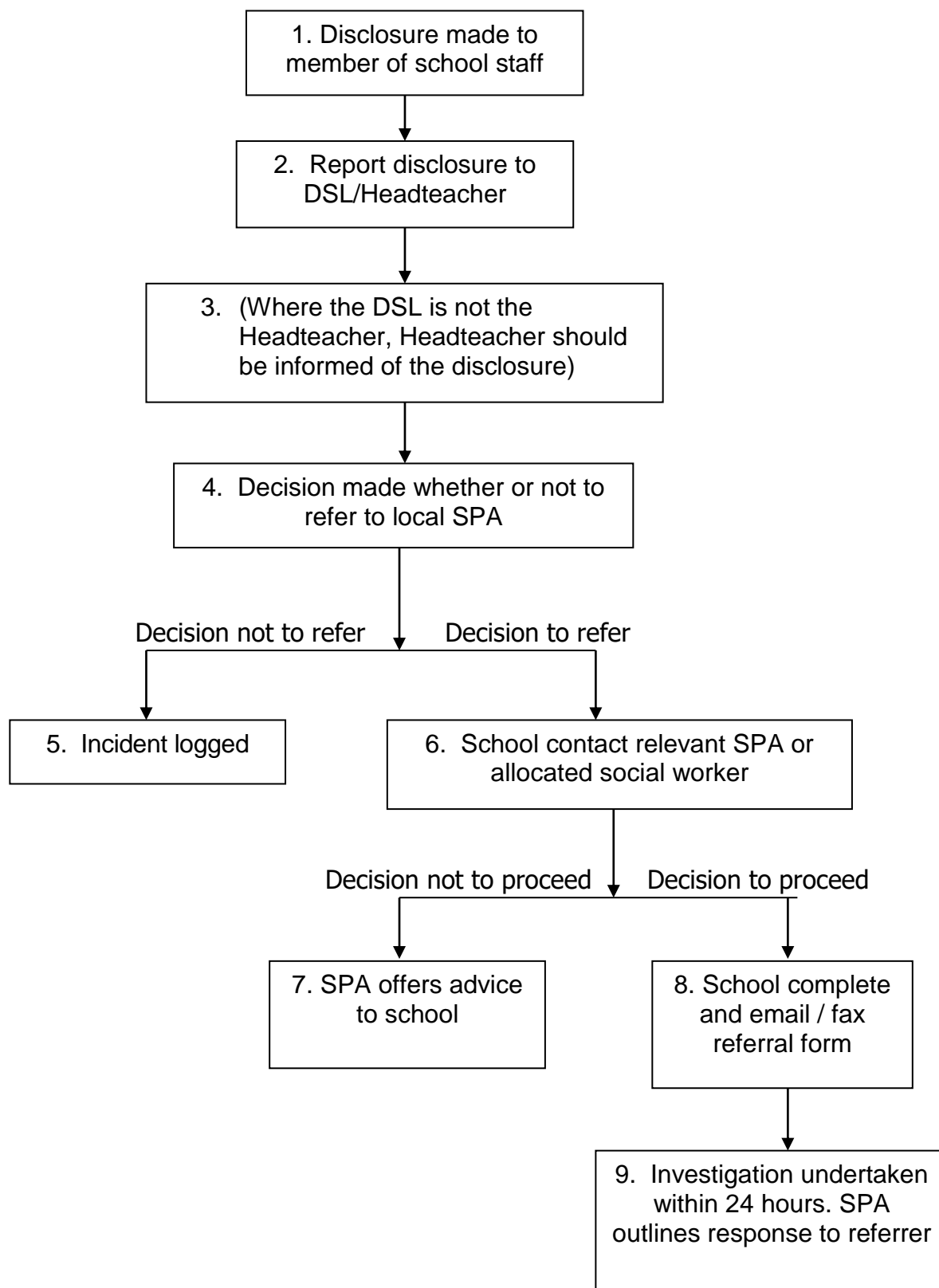
**When there are serious concerns about a child's welfare but no specific evidence of abuse:**





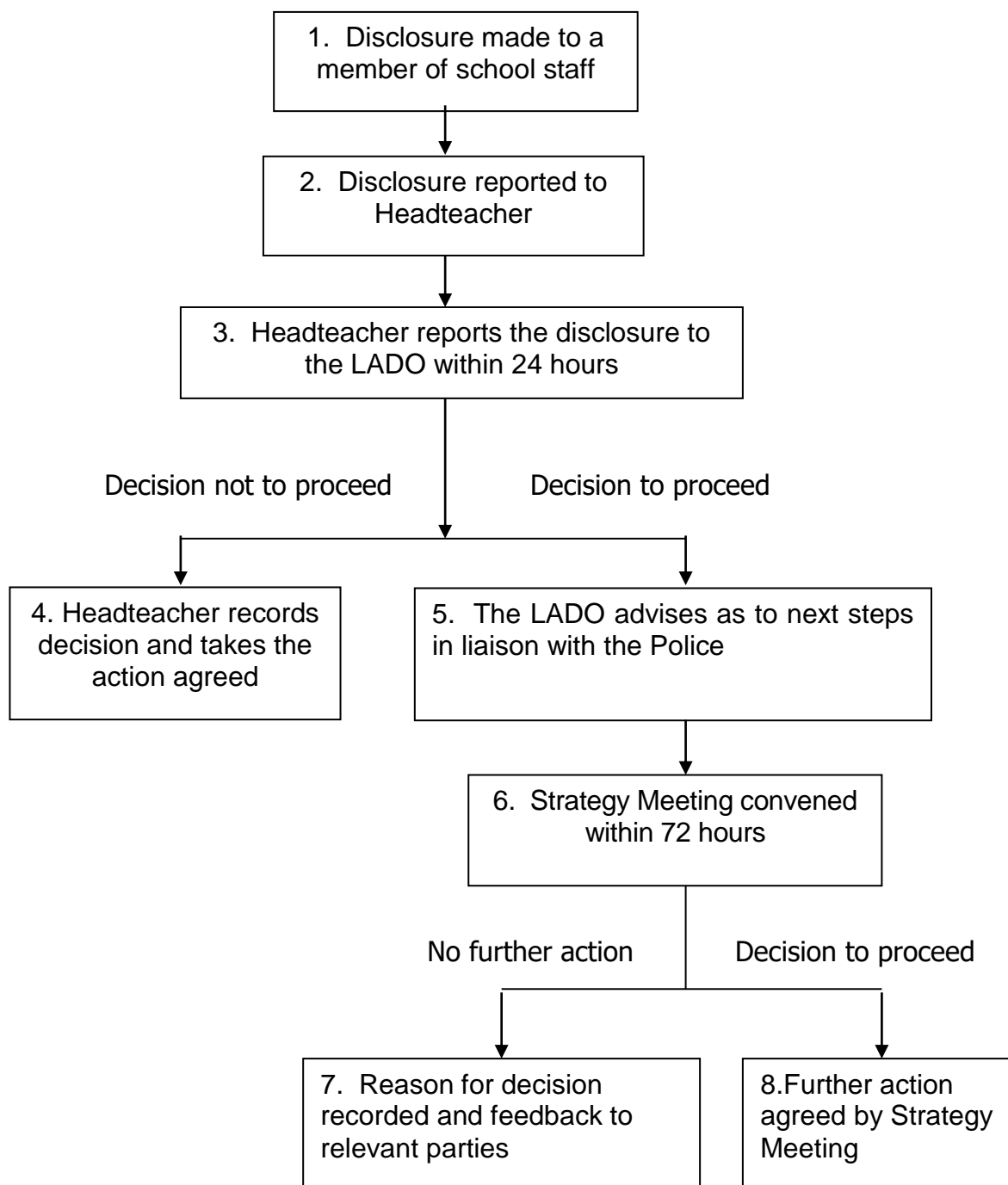
**Flowchart Two**

**Action to be taken when child/young person discloses, or a member of school staff suspects, that abuse has occurred outside of school:**





**Flowchart Three**  
**Allegation of abuse by a member of school staff or volunteer (teaching or non-teaching)**







**Flowchart Four**

**Referral procedure for when a child/young person discloses to a member of school staff an allegation of abuse by a Headteacher.**

