

TMPF Policy for Safeguarding incorporating Child Protection 2018

This policy will be reviewed in full by the Trust Board on an annual basis.
This policy was last reviewed and agreed by the Trustees on July 5th
2018 date. It is due for review in June 2019.

DRAFT

1. PURPOSE and AIMS

The purpose of TMPF Safeguarding Policy is to ensure we:

- **Build resilience** – raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe
- **Establish a safe environment** – in which children can learn and develop within an ethos of openness
- **Support vulnerable pupils** – supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **Prevent unsuitable people** – from working with children by ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our children. And to maintain an active vigilance thereafter

We will follow the procedures set out by Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016 by:

- **Knowing** that safeguarding and promoting the welfare of children is everyone's responsibility
- **Protecting** children and young people at our school from maltreatment
- Establishing **a safe environment** in which our children can learn and develop within an ethos of openness
- **Preventing** impairment of our children and young people's health or development
- **Ensuring** young people at our school grow up in circumstances consistent with the provisions of safe and effective care.
- Offering children a **balanced curriculum** including PHSE, RSE (Relationships and sex education)
- Offering children and young people balanced curriculum through online activities, enabling them to enhance their skills and knowledge whilst **understanding the risks**.
- Understanding that **no single professional** can have the full picture of a child's needs and circumstances. **Everyone** who comes into contact with children and their family has a **role to play in identifying concerns, sharing information and taking prompt action**.
- Undertaking the role so as to enable children and young people at our school to have **best outcomes**.
- Ensuring as a school we have a clear understanding of our staffing group knowledge and understanding, and embedding safeguarding through clear systems of communication and CPD so that safeguarding is a **robust element** of our school.
- **Monitoring and reviewing processes** in place that the Governance arrangements of the school manage/develop.
- Ensuring **the voice of the child** is evident in case files and informs schools policy developments.

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or a third party.

- This policy is available on our Trust website and is available on request from the school office. We also inform parents/carers about this policy when their children join our school.
- This policy will be reviewed in full by the Trust Board on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the school's Trust Board discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school including Trustees.
- The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our TMPF Code of Conduct. In addition, all staff are provided with Part One, Keeping Children Safe in Education 2016
- The school follows the Staffordshire Safeguarding Children's Board policies and procedures. www.staffsscb.org.uk

2. ETHOS

The child's welfare is of paramount importance, we are a child centred school.

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.

Our schools are committed to safeguarding children and promoting children's welfare and expects all staff, Trustees, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. Our schools seek to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

***'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.'* (Keeping Children Safe in Education 2016)**

All staff are encouraged to report any concerns that they have and **not see these as insignificant**. On occasions, a referral is justified by a **single incident** such as an injury or disclosure of abuse. More often however, **concerns accumulate over a period of time** and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial that staff record and pass on concerns** in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

We maintain a professional attitude of 'it could happen here' where safeguarding is concerned. When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our school culture of prevention, protection and support.

Our schools will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member at our school if they are worried or concerned about something. We follow the below guidance: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

3. SAFEGUARDING DEFINITIONS

A child includes anyone under the age of 18.

Child protection: **'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'**

Safeguarding Children: **'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. (consider Early Help assessments)**

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'

Keeping Children Safe in Education (DfE 2016)

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our schools play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. We also have developed systems as described in Working Together to Safeguard Children 2015

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> to form a wider system and prevent concerns from escalating.

The schools follow the Staffordshire Safeguarding Children's Board policies and procedures. www.staffsscb.org.uk

4. KEY PRINCIPLES

The child's needs and welfare are paramount. **We are child centred schools.** All children have a right to be protected from abuse and neglect and have their welfare safeguarded. Children should be **listened to** and their views and wishes should inform any assessment and provision for them. Staff should always act in the **interests of the child** in order to protect them.

Our schools recognises that scrutiny, challenge and supervision are key to safeguarding children.

- Our schools are committed to working with other agencies to provide **early help** for children before they become at risk of harm or require a 'child in need' statutory assessment.
- 'Early Help means providing support **as soon as a problem emerges**, at any point in a child's life, from the foundation years through to the teenage years. ' (DfE 2016) 'All staff should be aware of the early help process, and **understand their role in it**. This includes identifying emerging problems, liaising with the designated safeguarding leads, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DfE 2016)
- 'All staff should be aware of the **process** for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.' (DfE 2016)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any staff member can refer their concerns to children's social care** directly in emergencies or if they feel they need to do so. (Staffordshire First Response 08001313126)
- Everyone has responsibility to **escalate their concerns** and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point.'
- Our schools understands their responsibility to **request a statutory assessment** lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- Keeping Children Safe in Education (DfE 2016) reminds us that all staff should maintain an attitude of '**it could happen here**' where safeguarding is concerned.
- Our schools will work in **partnership with other agencies** to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.' Working Together to Safeguard Children (DfE 2015)
- Our schools will **work with other agencies** to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- Our schools will follow the Staffordshire Safeguarding Children's Board's procedures and provide them with information as required. www.staffsscb.org.uk
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. LEGISLATION AND GUIDANCE:

Schools and colleges **must have regard** for the DfE statutory guidance '**Keeping Children Safe in Education (DfE 2016)**'. ['Keeping Children Safe in Education'](#). This child protection policy should be read alongside this statutory guidance and all staff must read and understand **at least part 1 of this guidance**.

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm**, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A '**child in need**' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) **to exercise their functions** with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

Working Together to Safeguard Children (DfE 2015) provides additional guidance and clearly states: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

'Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies'

'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' DfE2015

Early help is a key part of a **wider continuum of engagement** with families and works alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early help.

6. ROLES and RESPONSIBILITIES

The Trust Board and Executive Principal are accountable for ensuring the effectiveness of this policy and school compliance. The Trust Board has a named champion within Safeguarding, this is Mrs Kay Hulse.

The Trust Board have appointed:

Bishop Rawle C. E. (A) Primary School – Mrs Kate Clowes

St. Werburgh's C. E. (A) Primary School – Mr Alex Brayford

The Valley Primary School – Miss Natalie Ainsworth

Great Wood Primary School – Mr Ben Adamson

Dilhorne Endowed C. E. (A) Primary School – Mrs Kerry-Ann Abbotts (until 31 August 2018);
Mr Craig Broome (from September 2018)

as the Designated Safeguarding Leads who are part of the Trust Leadership Team. The Trust Board will monitor these posts to ensure each post holder has the time and resources required to fulfil their duty.

The Trust Board have identified:

Bishop Rawle C. E. (A) Primary School – Miss Averil Kirk

St. Werburgh's C. E. (A) Primary School – Miss Hayley Coates and Miss Lindsay Keeling

The Valley Primary School – Mrs Nicola Shaw

Great Wood Primary School – Mrs Rebecca Roberts

Dilhorne Endowed C. E. (A) Primary School –

as Deputy Designated Safeguarding Lead(s), and they are trained to the same safeguarding standard as the DSL. The DSL can delegate activities to Deputy Designated Safeguarding Lead(s) yet the ultimate responsibility still remains with the DSL, the lead responsibility is never delegated. In the absence of the DSL the Deputy DSL(s) will take lead on safeguarding with clear direction from the Trust Leadership Team.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead job description (appendix B KCSIE 2016) has been added to each staff members Job description. The Executive Principal/Principal have shared the content of "Keeping Children Safe in Education" (2016) with Designated Safeguarding Lead/Deputy Designated Safeguarding Lead and are confident the individuals have the knowledge, understanding to carry out their roles appropriately. The DSL training is compliant with SSCB training strategy.

The Trust Board ensures that the DSL understands they have the responsibility in leading safeguarding and child protection across the school. This individual has the appropriate

status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The DSL/Deputy DSL receives appropriate and regular supervision from senior leadership team or external services.

Trust Board ensures that the school is **compliant with their 175/157** return to the Local Authority/Staffordshire Safeguarding Children Board. Any areas of concern in safeguarding are identified and action plan/risk assessment is developed. The Trust Board ensures the school contributes to inter-agency working in-line with Working Together to Safeguard Children (2015) .

The Trust Board ensures **Safer recruitment procedures** that include the requirement for appropriate checks in line with national guidance .

The Trust Board has overview of **training schedule and future training requirements** and this updated every term. All staff, volunteers and Trustees have received an induction which includes basic safeguarding training compliant with SSCB. www.staffsscb.org.uk. All staff, volunteers and Trustees have read and understood the TMPF Code of Conduct annually and Keeping Children Safe in Education 2016 including hyperlinks. Each school has developed a system in-line with guidance below to ensure that regulated and non-regulated activities and staff supervision is understood across the school. The identification of volunteers, students, visitors can be clearly identified by our visitor system.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/522656/Regulated_Activity_in_relation_to_Children.pdf.pdf

The Trust Board and Executive Principal ensures there is a current whistle blowing policy and that staff have received a copy and had the opportunity to raise concerns. There is a culture evident in each school to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures see Learning Platform. Further guidance on whistle blowing can be found: <https://www.gov.uk/whistleblowing>
<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Two/Section-2-Strategic-Arrangements-for-Safeguarding-Children.aspx> (section 2D)

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

The Trust Board and Executive Principal have a schedule of policies and procedures to reviews to ensure they are current and in line with National and Local guidance. The Trust Board and DSL coordinate the updates with training schedule to support the culture of learning for all staff/volunteers. Our schools update parents through newsletters/website/notice board in front foyer.

DESIGNATED SAFEGUARDING LEAD/ DEPUTY DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead will carry out their roles in accordance with Keeping Children Safe in Education 2016. [‘Keeping Children Safe in Education’](#).

The DSL continually develops an understanding of the community the school serves, the risks and resilience. The DSL will have an understanding of staffing, volunteers and Trust Board arrangements and training needs for safeguarding across the school updating the Trust Board and Executive Principal accordingly.

DSL/Deputy DSL will refer cases of suspected abuse to the local authority children’s social care as required; they may (if appropriate) represent each school at child protection conferences and core group meetings. The Designated Safeguarding lead will be the expert within the school to support staff in liaising with other agencies, making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren.

The DSL will make (and/or support staff in making) referrals to First Response;

The DSL will refer cases to the Channel programme where there is a radicalisation concern as required and also support staff that make referrals to the Channel programme;

The Executive Principal will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

The DSL will refer cases where a crime may have been committed to the Police as required.

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff, volunteers, supply annually, refresher time scales are evident. Training is delivered in-line with SSCB training strategy and KCSIE 2016 recommendations. This will include bulletins, briefings and INSET day as well as external events attended. Regular updates to be shared with staff and a system to record these communications.

The DSL will ensure all staff and *regular visitors* have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

The DSL monitors the paper/electronic case management systems set up to record cause for concerns on children to ensure the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information is kept in-line with the Data Protection Act. Safeguarding and child protection records are kept in each child’s individual file (brown folder) and that there is a clear recorded process of transfer of records to new schools. Chronologies case management systems at the front of all children/young people’s files are there to give clarity on summary/recognition of cumulative low level concerns which need to be monitored.

Designated Safeguarding Lead has developed systems for case management which is detailed, accurate, secure written/electronic records of concerns and referrals; also a system to monitor the quality through auditing case files regularly. Systems are compliant with Data Protection Act.

Designated Safeguarding Lead has a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA) files being removed from school and

returned the purpose of e.g. case review meeting, SCR (Serious case reviews), DOH (Domestic Homicide Reviews)

Designated Safeguarding Lead will share risks and resilience of pupil/student proportionately with staff members/volunteers on a “need to know and in the child’s best interest” and this is recorded and monitored to ensure risks/progress of pupil/student is understood. The Designated Safeguarding Lead will clearly state reasons for sharing this information and that this is carried out in strict confidentiality. Information Sharing Guidance (joint with Stoke LSCB)

Designated Safeguarding Lead ensures systems are in place to induct new staff/Trustees is robust and monitored and non-compliance shared with Trust Leadership Team/Trust Board. Designated Safeguarding lead to ensure induction policy is updated annually in-line with Keeping Children Safe in Education.

Designated Safeguarding lead ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff.

Designated Safeguarding Lead understands and supports each school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

All staff will have access to resources/bulletins and attend any relevant or refresher training courses to update their professional development within safeguarding Designated Safeguarding Lead coordinates this centrally. The *Teachers’ Standards 2012* <https://www.gov.uk/government/publications/teachers-standards> state that teachers, including Head teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.. All staff are encouraged to have SSCB as their favourite on their computer and to access updates regularly as part of professional development. www.staffsscb.org.uk

Designated Safeguarding Lead/Trust Board/Executive Principal/Principal encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school/college may put in place to protect them. Designated Safeguarding Lead has developed systems to record these and ensure through case reviews the child/rens voice have been heard/recorded.

Designated Safeguarding Lead will liaise with the Executive Principal/Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

Designated Safeguarding Lead notifies children’s social care if a child with a child protection plan is absent for more than two days without explanation.

Designated Safeguarding Lead as required, liaise with the “case manager” and the Executive Principal and LADO (designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)

Designated Safeguarding Lead will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff. Risk assessments will be completed as required and should where appropriate involve other agencies.

Designated Safeguarding Lead where a parent chooses to remove their child/ren from school to EHE (Elected Home Educators) the school will make arrangements to pass any safeguarding concerns to the EHE Team within Staffordshire County Council, and inform other professionals who may be involved with that child.

School at times may require further assistance from interpreters to support child and families. These services will be accessed with support of the Designated Safeguarding Lead.

7. WORKING WITH PARENTS/CARERS

At TMPF we are committed to working in partnership with parents/carers to safeguard and promote the welfare of children, and to support them to understand our statutory responsibilities in this area. The school follows legislation that aims to act in the best interests of the child.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services or other agencies.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or if it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to Families First in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. Bail condition, court orders, Multi – Agency Risk Assessment Conference (MARAC).

Each school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8. EARLY HELP – EHA

Designated Safeguarding Lead will ensure staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early intervention

Practitioners should complete an Early Help Assessment (EHA) when:

<https://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Families-First-Documents/Families-First-Documents.aspx>

<https://www.staffsscb.org.uk/Professionals/Staffordshire-Early-Help-Strategy/Early-help-tools.aspx>

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.
- Child/ren do not meet threshold yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour
[Staffordshire's Threshold Framework - 'Accessing the Right Help at the Right Time' \(Staffordshire only\)](#)

The establishment EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). The School will inform the LST Co-ordinator when an EHA has been started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family

The Designated Safeguarding Lead or EHA (delete as appropriate) meets on a regular termly basis to discuss concerns, additional children accessing further support with the LA Link worker. These meetings are recorded and are part of the case individual case management system of the pupil's files. This opportunity enables a clear assessment of additional support and services that could be offered.

The DSL may also consider seeking advice and guidance from Staffordshire Education Safeguarding Advice Service around thresholds and appropriate referrals to First Response.
<http://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Education-safeguarding-support/Education-safeguarding-support.aspx>

[Staffordshire Education Safeguarding Advice](#)

9. PROCEDURES FOR MANAGING CONCERNS/REPORTING CONCERNS

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.
<http://www.staffsscb.org.uk/Professionals/Thresholds-and-CAF/Thresholds-and-Early-Help.aspx> <https://www.staffsscb.org.uk/Professionals/Staffordshire-Early-Help-Strategy/Early-help-tools.aspx>

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. We should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information. If a child reports, following a conversation staff have initiated or otherwise, that they are being abused and neglected, we should listen to them, take their allegation seriously, and reassure them that we will take action to keep them safe. We will need to decide the most appropriate action to take, depending on the circumstances of the case, the seriousness of the child's allegation and the local multi-agency safeguarding arrangements in place.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

The School's procedures should be that **all concerns** about a child/ young person or family are reported without delay and recorded in writing/electronic system using agreed template/electronic system without delay. In the case of a disclosure of injury or serious harm, this should be **reported immediately in person** to the DSL/Deputy DSL. Following receipt of any information raising concern, the Designated Safeguarding Lead will consider what action to take and seek further advice from First Response or Education Safeguarding Advice Service (ESAS) as required. All information and actions taken, including the reasons for any decisions/actions made, will be fully documented.

It is not the responsibility of the school to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

Staff members are encouraged, if they have any concerns about a child, they will need to have a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to First Response/Police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Staffordshire Safeguarding Children Board.

If anyone other than the Designated Safeguarding Lead makes the referral they should **inform the Designated Safeguarding Lead, as soon as possible**. The local authority should make a decision within one working day of a referral being made about what the next stages are.

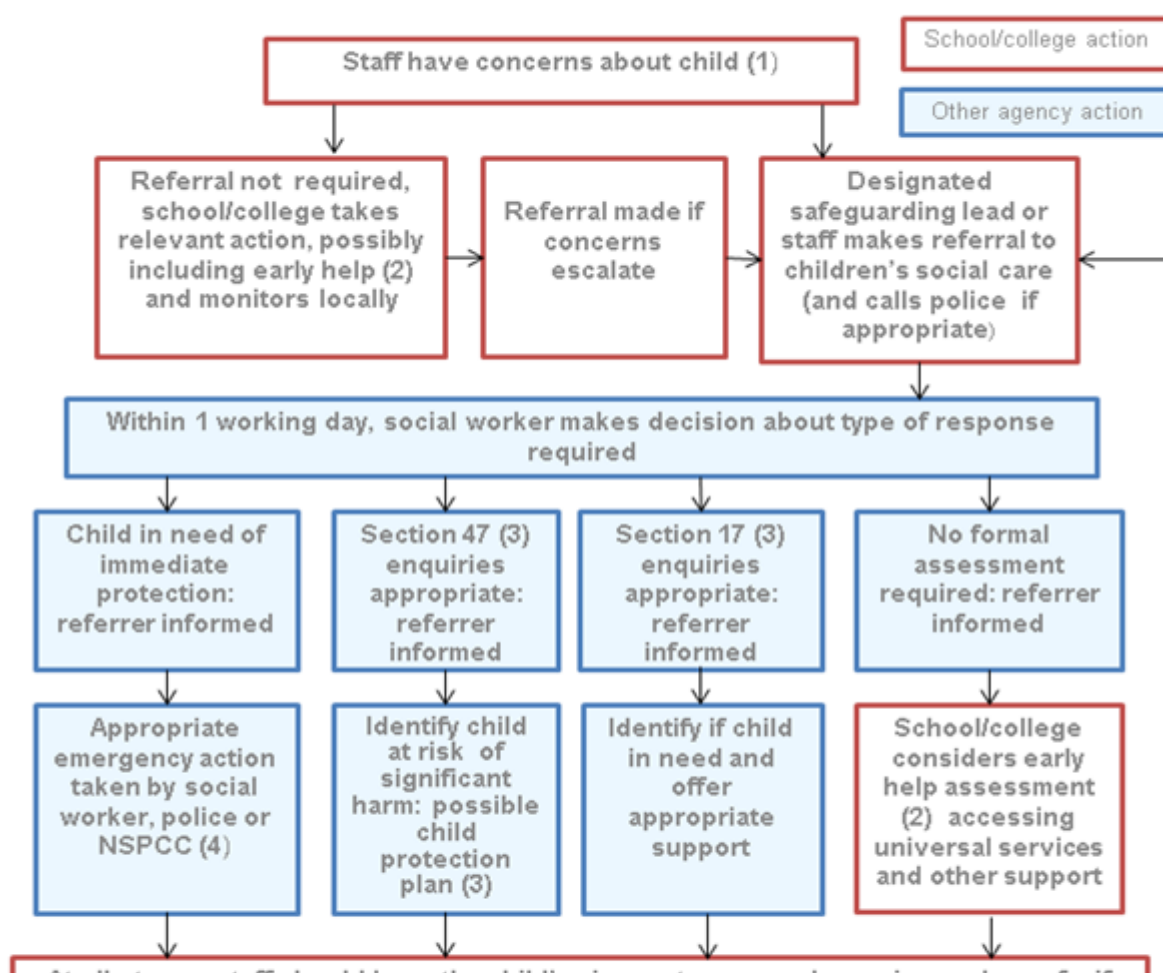
Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy or SSCB procedures should raise their concerns with Headteacher or Governing Body.

Escalation PolicySection 7A. SSCB.

Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work. Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action and support should be sought from the Schools DSL. . <http://www.staffsscb.org.uk/Professionals/Procedures/Section-Seven/Section-Seven-Docs/Section-7B-Escalation-Procedure.pdf> (section 7A)

Actions where there are concerns about a child



GUIDANCE ON RESPONDING TO A CHILD DISCLOSING ABUSE

Staff should consider the following advice when a child makes a disclosure relating to abuse that they may be suffering :-

Do not promise to keep secrets. Explain when appropriate that the information the child discloses will have to be shared with others. Be specific with whom you are going to share the information with.

Listen carefully to what the child says. Allow them to talk at their own pace

Only ask questions to clarify information, and use open questions.

Take them seriously.

Reassure the child that they have done the right thing in telling

Tell them what may happen next.

Record in writing what was said using the child's own words as soon as possible. Use the schools written/electronic recording forms. Note date, time, names mentioned and to whom the information was shared.

The information should then be passed to the DSL/Deputy DSL immediately if the child discloses any abuse they have suffered, or are at risk of suffering. If DSL/Deputy DSL are not available, it is the staff members responsibility to make a referral to First Response (0800 1313126)

10. TYPES AND SIGNS OF ABUSE

As schools we are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. <http://www.staffsscb.org.uk/Professionals/Procedures/Section-One/Section-1-Policy-Framework-and-Principals.aspx> (section H)

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

11 . KEEPING CHILDREN SAFE IN EDUCATION (2016) SPECIFIC SAFEGUARDING ISSUES:

All staff in TMPF has an awareness of safeguarding issues- some of which are listed below. We enable our staff to be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting which puts children in danger. All staff are aware of the Designated Safeguarding Lead who is the expert within our School who is there to support staff, volunteers and the Trust Board further.

All school staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Further guidance on peer on peer abuse can be found in behaviour policy and procedures. Staff **must challenge** any form of derogatory and sexualised language or behaviour. Staff should **be vigilant** to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should **never be passed off** as 'banter' or 'part of growing up'. The DfE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals **should not dismiss** abusive behaviour as normal between young people and **should not develop high thresholds** before taking action.' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHS'.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and

colleges can be found on the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- Bullying including cyberbullying
- Children missing education – and Annex A
- Child missing from home or care
- Child sexual exploitation (CSE) – and Annex A
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) –
- Forced marriage-
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG) • hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

Bullying including Cyberbullying - bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. racist or homophobic remarks, threats, name-calling)
- emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)

"The damage inflicted by bullying (including cyberbullying via the internet) can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). Information and Communication Technology (ICT), now more commonly referred to as Digital Technology, enables children and young people to learn, play, communicate and explore the world in fantastic new ways and many children and young people are now skilled in using digital technology including computers, tablets, mobile phones and gaming machines. However with this new technology there are new risks. Everyone who is responsible for the welfare and safety of children needs to understand what these risks are and how we can all work together to enjoy these new technologies safely. "As in any other area of life, children and young people are vulnerable and may expose themselves to danger - knowingly or unknowingly - when using the internet and other digital technologies. Indeed, some young people may find themselves involved in activities which are inappropriate or possibly illegal. <http://www.staffsscb.org.uk/Professionals/Procedures/Section-Six/Section-6-Further-Guidance-for-Practitioners.aspx> (Section 6C)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

• **Children missing education** – *All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this.* The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education. (Insert hyper link to attendance policy).

<https://www.gov.uk/government/publications/children-missing-education>

• **Child missing from home or care** - There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point. This is not to presume that the care system necessarily causes young people to run away. In many cases, a pattern of running away may have been established at an early age and may have been a factor in the young person's admission to care. It is also important to remember that the majority of looked-after children do not go missing.

Whilst each case needs to be considered on its merits, children who run away are at a heightened risk of being victims of crime, being sexually exploited, being involved in substance misuse or of becoming involved in crime and disorder. Additionally, research shows that the level of risk to the individual child escalates with each episode they go missing and repeat episodes have been identified as a significant indicator of high risk to the child or young person. <http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4G)

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

• **Child Sexual Exploitation (CSE)** – “child sexual exploitation (CSE) is when a child/young person is used by being tricked into doing something sexual sometimes receiving something in return like love, affection, money, drugs or alcohol.” National Working Group #SaySomething Campaign

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4H)

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

www.knowaboutcse.co.uk

• **Domestic Violence** – Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical

- sexual
- financial
- emotional

This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Domestic violence and abuse is a generic term to describe a wide range of intentional behaviours used by one individual to control and dominate another with whom they have had, wished to have, or are currently in a close intimate, family or other type of relationship. It does not only relate to married or co-habiting couples, and it frequently continues after a relationship has ended. A significant number of women and children are no safer when they leave an abusive home, and for very many it is known that the level of violence and abuse can escalate. <http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4N) <https://www.gov.uk/guidance/domestic-violence-and-abuse>

• **Relationship Abuse** – Domestic abuse is one of the key priorities of the Community Safety Partnership's throughout the County of Staffordshire. The Community Safety Partnerships, which are made up of multi-agency members, have agreed to use the Home Office definition of domestic abuse:-

“Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults, aged 18 and over, who are or have been intimate partners or family members, regardless of gender and sexuality.” However, the Staffordshire Police definition of domestic abuse is:- “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between partners and ex-partners aged 16 years and over, who are or have been intimate partners, regardless of gender and sexuality.”

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Five/Section-5-Individuals-who-pose-a-Risk-to-Children.aspx> (section 5D)

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

• **Drugs** - there is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Working with Parent who misuse substances

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4Q)

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

• **Fabricated or induced illness** - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

There are three main ways of the parent/carer fabricating or inducing illness in a child:

1. **Fabrication** of signs and symptoms, including fabrication of past medical history.
2. **Fabrication** of signs and symptoms and **falsification** of hospital

charts, records, letters and documents and specimens of bodily fluids.

3. Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration. The emotional impact of this on the child should always be considered. There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child. <http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4R)
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

- **Faith abuse** – Links to faith or belief includes: beliefs in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home. Abuse linked to a belief in spirit possession can be hard for professionals to accept and it may be difficult to understand what children are likely to be experiencing; it can often take a number of visits or contacts to recognise such abuse.

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Six/Section-6-Further-Guidance-for-Practitioners.aspx> (section D)

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

- **Female genital mutilation (FGM)** – FGM is known by a number of names including “cutting”, “female circumcision” or “initiation”. The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits.

FGM is also linked to domestic abuse, particularly in relation to „honour based violence”.

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4M)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

The Trust Board and Executive Principal/Principal have ensured teaching and support staff are aware of their responsibility in reporting the disclosure of FGM that appears to have been carried out directly to Police. Teaching staff are required to update designated safeguarding lead of notification to Police. Further guidance to be found on Female Genital Mutilation Act 2003 <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

- **Forced marriage** - There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's

parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced. <http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4L)

<https://www.gov.uk/guidance/forced-marriage>

- **Gender-based violence/violence against women and girls (VAWG)** - <https://www.gov.uk/government/policies/violence-against-women-and-girls>
<https://www.gov.uk/government/policies/violence-against-women-and-girls>

- **Hate** - <http://educateagainsthate.com/>

- **Gangs and youth violence** - The Policing and Crime Act 2009 ('the 2009 Act') contains provisions for injunctions to prevent gang-related violence and gang-related drug dealing activity to be sought against an individual; these were commenced in January 2011. The Crime and Security Act 2010 contains provisions for breach of an injunction to be enforced against 14 to 17 year olds; the Crime and Courts Act 2013 moved jurisdiction for these proceedings from the County Court to the Youth Court.

The Serious Crime Act 2015 contains provisions that amend the statutory definition of what comprises a "gang", as defined in section 34(5) of Part IV of the Policing and Crime Act 2009, and expands the scope of the activity a person must have engaged in, encouraged or assisted, or needs to be protected from, before a gang injunction can be imposed to include drug dealing activity. Locally, the following definition of gangs, as included within Dying to Belong (Centre for Social Justice, 2009), has been adopted:

A relatively durable, predominantly street-based group of young people who;

- (1) See themselves (and are seen by others) as a discernible group, and
- (2) Engage in a range of criminal activity and violence

They may also have any or all of the following factors:

- (3) Identify with or lay claim over territory
- (4) Have some form of identifying structural feature
- (5) Are in conflict with other, similar, gangs.

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

- **Mental health** - This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Parenting capacity and mental health

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4O)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- **Missing Children and Adults strategy** - Research has shown that children are more likely than adults to go missing, placing them in risky situations and increasing their vulnerability to a whole range of issues, including homelessness, becoming a victim or perpetrator of crime and, as we are increasingly aware, placing many of these vulnerable young people at greater risk of child sexual exploitation.

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4G)

- **Private Fostering** – A privately fostered child, being under the age of 16 (18 if disabled), is cared for and provided with accommodation by someone other than; a parent, person with parental responsibility or a close relative- defined in the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006 as a grandparent, brother, sister, aunt or uncle (whether of full blood or half blood or by marriage) or by step parent. The intention should be that the placement lasts for 28 days or more. As a school if we make private fostering arrangements we will request that DBS checks are requested by the regulated activity provider. <http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4E)

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- **Preventing Radicalisation** – The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children of all ages, young people and adults to involve them in terrorism or activity in support of terrorism. Violent Extremism is defined by the Crown Prosecution Service (CPS) as: "The demonstration of unacceptable behaviour by using any means or medium to express views, which: Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; Seek to provoke others to terrorist acts; Encourage other serious criminal activity or seek to provoke others to serious criminal acts; Foster hatred which might lead to inter-community violence in the UK."

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Six/Section-6-Further-Guidance-for-Practitioners.aspx> (section 6L)

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- **Sexting** – Sexting is when a young person takes an indecent images of them self and sends this to their friends or boy / girlfriends via mobile phones. The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Six/Section-6-Further-Guidance-for-Practitioners.aspx> (section C)

<https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>

<https://www.ceop.police.uk/>

U tube resource - <http://www.staffsscb.org.uk/Training/Learning-resources/Sexting.aspx>

• **Trafficking** – Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud;
- For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components – movement and exploitation. Any child transported for exploitative reasons is considered to be a trafficking victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent. 'Child' refers to children anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4k)

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Restrictive Physical intervention – The expectation is that as far as possible schools and young people's settings and services will be restraint free. Poorly or incorrectly used, restrictive physical interventions are a source of risk to the young person and members of staff. The correct use of restrictive physical interventions must always be an act of last resort and not normal practice and be based on the best needs of the individual. Schools and settings should take all reasonable actions to reduce the potential need to use restrictive physical interventions as far as practicable.

An individual behaviour support plan (which may support or be part of an Individual Healthcare Plan) should be written for children and young people whose behaviour presents a significant challenge. This plan should detail the steps that are being taken to address the individual's particular social, emotional and learning needs. It should also include the steps that staff should take to de-escalate challenging situations as well as what they should do if these steps are not successful ('an incident management plan'). The individual behaviour support plan should consider risks and how they are being minimised and managed.

Reduction in the need to use Restrictive Physical Interventions is achieved by analysing the interactions between each young person/pupil and their environment which identifies potential triggers that need to be avoided at critical periods. This involves:-

- Helping young people to avoid possible situations known to provoke challenging behaviour;
- Having education plans/care programmes which are responsive to individual needs;
- Creating opportunities for service users/pupils to engage in meaningful activities which include opportunities for choice and a sense of achievement;
- Developing staff expertise in working with individuals that present challenges.
- Understanding that behaviour is often a method of communication

<http://www.intra.staffordshire.gov.uk/healthsafetywellbeing/healthsafety/policy/restrictivephysicalintervention.aspx>

<http://www.intra.staffordshire.gov.uk/healthsafetywellbeing/healthsafety/forms/restrictivephysicalinterventionforms.aspx>

On Line Safety – the use of technology has become a significant component of many safeguarding issues. The internet can be a fantastic place for children and young people where they can talk to friends, be creative and have fun. However, just like in the real world sometimes things can go wrong. Working with our children we develop curriculum developing skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties.

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Six/Section-6-Further-Guidance-for-Practitioners.aspx> (section C)

<http://www.childrenscommissioner.gov.uk/publications>
<http://www.childrenscommissioner.gov.uk/search/node>

The Trust Board has systems in place to limit children's exposure to safeguarding issues through IT. We have filters and monitoring systems (through LA/Entrust) in place and these are regulated and risk assessed as part of the prevent duty. We have an online safety policy (see learning platform) which identifies the usage and expected behaviour of children/students. As schools we appreciate the value of technology and that appropriate filters are in place yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed

12. WHAT HAPPENS AFTER A REFERRAL WHICH IS DEEMED NECESSARY TO ESCALATE BEYOND EARLY HELP

If the DSL considers that the welfare concerns indicate that a **Child in Need** referral is appropriate, she will speak with parents / child and obtain their consent for referral to the First Response Team (FRT) (Staffordshire Thresholds-for-Intervention-Guidance) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the First Response Team.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Child Protection (Section 47)- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, *significant harm* they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency

protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

Detailed information on statutory assessments can be found in Chapter 1 of WTTSC Staffordshire Managing-Individual-Cases (section 3E)

Children's Services will convene a Child Protection Conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk. Between conferences regular meetings of a core group will take place to monitor the progress of the child protection plan.

The DSL and sometimes other staff members may be asked to attend a child protection conference on behalf of the school in respect of individual children. In any event, the person attending will require to have *as much relevant up to date information/case files about the child as possible*; any member of staff will be required to contribute to this process. The person attending must contribute a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

Clearly child protection conferences can be **upsetting for parents**. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to First Response or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this **in partnership** with our parents.

13 . CURRICULUM

13.1 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Our schools share a broad and balanced curriculum that embraces our local communities and celebrates our uniqueness as settings. For example our Anglican schools deliver the approved diocesan scheme for Religious Education, children have access to our Farm and Forest School provisions. The performing arts and sport have a high-profile in our curriculum as well as academic excellence.

It is the responsibility of every staff member, supply staff, volunteer and regular visitor to the school to carry out the requirements of this policy so that we can provide a safe environment in which children can learn.

We provide a varied curriculum through Collective Worship, PSHCE, SMSC, British values, on-line safety, assemblies, visitors, third sector companies. Organisations we work with include: British Legion, NSPCC, Age UK, Douglas McMillian, Good Samaritan, Sport Relief, Comic Relief, SCFC, Scouts, Rainbows, Guides, Brownies, Cubs and local churches.

As a school we are passionate in the ways we encourage children to learn and share their views. Children can share their voice through: School Council, Worship Council, Worry Boxes, Prayer Boxes, Buddies, Playground Leaders, ECO Council, Pupil Voice interviews, informal and formal conversations.

14.0 EDUCATIONAL VISITS

See learning platform

15.0 INTIMATE CARE

See learning platform

16.0 CHILDREN WITH MEDICAL NEEDS (including administering medicine)

Asthma policy - <https://www.gov.uk/government/publications/emergency-asthma-inhalers-for-use-in-schools>

See learning platform

17. SAFER RECRUITMENT

We will ensure that the Executive Principal/Principal and at least one member of the Trust Board have completed appropriate safer recruitment training. At all times the Executive Principal/Principal and Trust Board will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2016).

At The Moorlands Primary Federation we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in-line with statutory requirements and risk assessed robustly. The Trust Board will check the SCR on a term basis and record accuracy and actions to the Trust Leadership Team and full Trust Board.

18. SAFER WORKING PRACTICE

All adults who come into contact with our children have a duty of care to **safeguard and promote their welfare**. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

All staff including supply/volunteers will be provided with a copy of our Trust's Code of Conduct at induction. They will be expected to adhere to this Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Staffordshire physical intervention training will be kept by the Executive Principal/Principal/Designated Safeguarding Lead and updated in-line with Staffordshire policy. All incidents will be recorded in-line with guidance.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. No visitors, volunteers or parent helpers are ever to be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Ensuring there is effective support and supervision for staff working with vulnerable children is highlighted In Working Together 2015 (para 56). **The organisation must decide on the best way to offer this support e.g. peer support between Designated and Deputy Safeguarding Leads.**

(For TMPF Code of Conduct see learning platform)

19. EDUCATIONAL VISITORS TO SCHOOL

The school will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advise and suitability recorded.
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2016
- We have clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

This policy links with the Prevent duty (hyper link schools policy)

20. MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

The Trust Board ensures there are procedures in place to manage allegations of abuse against staff members, peer on peer and Executive Principal/Principal. Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children in all of our schools. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Staffordshire Safeguarding Children’s Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of ‘*Keeping Children Safe in Education*’, DfE (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). **The LADO can be contacted on 0800 1313126**

If an allegation is made or information is received about an adult who works at The Moorlands Primary Federation which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the School Leader/Principal/Executive Principal immediately. If it about the proprietor of the academy then this needs to be raised with the Designated Safeguarding Lead. Should an allegation be made against the Principal/Executive Principal, this will be reported to the Chair of the Trust Board. In the event that neither the Executive Principal/Principal nor Chair of Trust

Board is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as School Leader or the Vice Chair of Trust Board.

The Principal/Executive Principal or Chair of Trust Board will seek advice from the LADO within one working day. No member of staff or the Trust Board will undertake further investigations before receiving advice from the LADO.

20.11 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal/Executive Principal or Chair of Trust Board should contact **the LADO directly on 0800 1313126**.

20.12 General guidance on whistle blowing can be found at:
<https://www.gov.uk/whistleblowing>

The NSPCC whistleblowing helpline <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline> is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

(Further guidance see appendix 7)

21. VULNERABLE CHILDREN – including Looked after Children(LAC)

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are **absent from school or who go missing from education**. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of **10 school days or more**. We also recognise that safeguarding against **radicalisation and extremism** is no different to safeguarding against any other vulnerability in today's society. Our staff alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as **travelling to conflict zones, FGM and forced marriage**.

As a school we are aware that the potential for children with SEN-D may have **additional barriers when it comes to safeguarding**, the school recognises that this group can be more vulnerable to abuse and neglect. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be **especially vulnerable to abuse**, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it **difficult to tell** others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By **understanding the warning signs**, you can respond to

problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Heightened vulnerability lined to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have "friends" or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A **combination** of these factors can make them more susceptible to risks.

All children, including disabled children and children with impairments an additional needs, **deserve the opportunity** to achieve their full potential. In support of this it is important that their needs are considered in the same way as for any other child and as outlined in Working Together to Safeguard Children 2015.

Children say they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon.
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** to be treated with the expectation that they are competent rather than not.
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** to be informed of the outcome of assessments and decisions and how they have been reached, positive or negative.
- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views.

<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> (section 4S)

Looked after children:

. Initiated by *Care Matters, Time for Change* (2007), all Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the schools where they are enrolled.

Staffordshire's Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments

Name of LAC designated teacher:- each School Leader

The Trust Board must ensure that the designated teacher undertakes

appropriate training (section 20(2) of the 2008 Act).

The role of the designated teacher for LAC within the school

The designated teacher plays a crucial role leading the responsibility for helping school staff understand the things which affect how looked after children learn and achieve.

The designated teacher will:

- Promotes a culture of high expectations and aspirations for how looked after children learn
- Makes sure the young person has a voice in setting learning targets
be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
- Makes sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

22. WORKFORCE and DEVELOPMENT

At The Moorlands Primary Federation we have a clear framework of **supporting and training our staffing group**. On an annual basis all staff receives an appraisal which includes identification of training needs across safeguarding agenda highlighted in Keep Children Safe in Education 2016. Teaching standards defines the role and responsibility of teaching staff to continually develop their knowledge and understanding and as a school we develop this as part of our working culture. As a school on an annual basis we have a recorded training schedule developed to meet the needs of the staffing group knowledge and understanding to enable a robust culture in safeguarding and agendas consistently across the school.

We have a **clear inductions process** for staff, volunteers and Trustees this includes safeguarding roles, responsibilities and processes. This includes TMPF Code of Conduct (see Learning Platform), basic safeguarding training, the role of the Designated Safeguarding Lead, signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues around confidentiality.

All staff receive a copy of Part One, Keeping Children Safe in Education 2016. and Trustees receive a copy of Part 2 KCSIE 2016. 22.4 We value our volunteers and as part of this we offer supervision where there is a focus on safeguarding, these are recorded.

As schools we have developed systems to ensure that staff training and quality assurance systems around safeguarding are robust and monitored by Trust Board.

23. TRAINING - DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least **every two years** in-line with SSCB. The DSL role is crucial in enabling all staff members in having an understanding of impact and diversity of safeguarding issues. The DSL will develop and monitor systems to update staff, pupils and families.

The Designated Safeguarding Lead should **undertake Prevent** awareness training, have clear understanding of risk assessment and update as appropriately.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, attend DSL termly briefings run by the Education Safeguarding Lead or taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

- 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 local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Have an understanding of the lesson learnt from SCR (serious case reviews) and how best to implement the learning

24. RAISING AWARENESS – DESIGNATED SAFEGUARDING LEAD

The DSL should ensure the school or college's child protection policies are known, understood and used appropriately.

The DSL and Trust Board ensures the Trust's Safeguarding and child protection policy is reviewed each academic year (as a minimum) and the procedures and implementation are updated and reviewed regularly.

The DSL ensures this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;

The DSL has links with the SSCB and has contact names of all school representatives on Board and sub groups and can influences the work of the Board. We also as a school adopt local policies on safeguarding and training opportunities. (appendix 8)

During term time the DSL (or a deputy) is available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. As a school we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority.

25. COMMUNICATION – CONFIDENTIALITY/INFORMATION SHARING

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015). The schools works closely with Staffordshire Children's Social Care and, where appropriate from a placing local authority.

As a school we recognise the importance of information sharing between professionals and local agencies. We follow best practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

The Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we **adhere to data protection** yet we **do not allow this to stand in our way** in the need to promote the welfare and protect the safety of our children in our care.

26. MANAGING COMPLAINTS

As a school we encourage children and families to raise with us compliments, concerns or comments and have a robust internal investigation process.

The compliment, comment or complaint policy states clearly the stages of complaints and where to escalate concerns following completion of process either through Ofsted or EFA.

Safeguarding concerns should be raised with school immediately. If a concern or a child is at immediate risk then the individual needs to contact MASH. (see contact details below). All visitors are given a safeguarding leaflet which outlines how to share concerns and also code of conduct expected by visitors/contractors.

(See TMPF Complaints policy)

27. SITE SECURITY

In each school we provide a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore:-

- Gates are kept closed during the school day, visitors gain access through the main entrance. Where possible access gates are locked during morning breaks and lunchtimes.
- Visitors and volunteers must only enter through the main entrance and after signing in at the office where they will be issued with a school lanyard or visitor's pass. Each school has a clear system of ensuring staff are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by visitors pass will be challenged by any staff member and this will be reported to Senior leadership Team member.
- Parents, carers, grandparents and visitors attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events
- Children will only be allowed home with adults with parental responsibility or confirmed permission.

- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Health and safety inspections are completed termly with risk assessments.
- Risk management of site security is managed by senior leadership/Trustees, school has a clear system of risk assessments and review timescales of these.

28. EARLY YEARS FOUNDATION STAGE

This framework is **mandatory for all early years providers** (Statutory framework for the Early Years Foundation Stage; revised March 2017): maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register.

Every child deserves the **best possible start in life** and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences **between birth and age five** have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to **make the most of their abilities and talents as they grow up**.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept **healthy and safe**. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

All our staff are aware there is an expectation to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. (Disqualification under the Childcare Act 2006).

As a school we ensure at least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings.

There is a clear policy use of mobile phones on school premises. Reporting and storing of medication.

(hyper link to school policy)

29. KEY LEGISLATION

This policy has been devised in accordance with the following legislation and guidance:

- Working Together to Safeguard Children 2015 (DfE)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

- Staffordshire Safeguarding Children Board Procedures (online)
www.staffsscb.org.uk/professionals/procedures/
- Staffordshire Safeguarding Children Board Training Catalogue (online)
www.staffsscb.org.uk/professionals/Inter-Agencytraining/events
- Keeping Children Safe in Education April 2016 (DFE)

'Keeping Children Safe in Education'.

- Disqualification under the Child Care Act 2006 (include reference if relevant to specific setting)
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov)
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- (Name of school) Whistle Blowing policy (include link – optional template on SSCB)
- Online-safety Tool Kit
- Children Missing from Education Policy
www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policy.pdf
- Early Years Statutory Framework
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- Statutory policies for schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf
- NSPCC/TES safeguarding in education tool
<https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f>

- Asylum seekers

<https://www.gov.uk/browse/visas-immigration/asylum>

<https://www.gateshead.gov.uk/Education%20and%20Learning/Schools/plans/Education-guidance-for-refugees-and-asylum-seekers.aspx>

- Children's commissioner:
<http://www.childrenscommissioner.gov.uk/publications>
<http://www.childrenscommissioner.gov.uk/search/node>

30. SCHOOLS POLICIES

To underpin the values and ethos of our schools and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- TMPF Code of Conduct
- Preventing Extremism & Radicalisation Policy
- Anti-Bullying (including cyber bullying indicators)
- Behaviour
- Use of reasonable force (physical intervention)
- Recruitment & Selection
- Whistle-blowing
- Educational visits
- Attendance
- Online safety – IT code of conduct
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Dignity and care
- First aid
- medical
- Educational visits including overnight stays

Appendix 3

At The Moorlands Primary Federation we strive to safeguard and promote the welfare of all of our children.

Appendix 3: Local Safeguarding Referral Procedures 2015

First Response Team

Wedgwood Building

Stafford

ST16 2DH

MASH - Child protection

0800 1313 126

8:30am - 5:00pm Monday to Thursday

8:30am - 4:30pm Friday

- Have you got a serious concern about the safety of a child or young person up to the age of 18?
- Do you think a child or young person is being harmed or is at risk of being harmed?
- Are you worried that a child is living in circumstances where they are treated badly and not cared for properly?

If you've answered yes to any of these questions and you don't believe that the child or young person is being supported by a Social Worker, please contact the First Response Service immediately.

Please note: If the child you are calling about already has a dedicated Social Worker please contact them directly in the first instance.

Contact us

Telephone: 0800 1313 126

Emergency out of hours: 0845 604 2886

Fax: (01785) 854223

Email: first@staffordshire.gov.uk

DRAFT

NSPCC

Harmful Sexual Behaviour project: **0844 892 0273**

Base 58 – support for children who have been subjected to or are at risk of sexual exploitation (Stoke on Trent only) 01782 286862; www.brighter-futures.org.uk

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