



SAFEGUARDING POLICY

Safeguarding Policy

Safeguarding – Key contacts

Date	Review Date	Designated Safeguarding Lead Teacher	Deputy Designated Safeguarding Lead Teacher	Nominated Governor
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Manchester Safeguarding Children’s Board is our Local Safeguarding Children’s Board and the Local Authority District Officer (LADO) is Majella O’Hagan 0161 234 1214

The Manchester Safeguarding Children’s Board website is: <http://www.manchesterscb.org.uk/>

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1.0 Purpose & Aims

The purpose of Didsbury CE Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our schools.

The school fully recognises the contribution it can make to protect children from harm and support and promote the welfare of all children who are registered pupils. The elements of our policy are prevention, protection and support.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

3.0 Statutory Framework

In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance:

- *The Children Act 1989 and 2004*
- *The Education Act 2002 (section 175)*
- *Education and Skills Act 2008*
- *Childcare Act 2006*
- *Working Together to Safeguard Children (DfE, 2015)*
- *Keeping Children Safe in Education (DfE, 2016)*
- *The Education (Health Standards) (England) Regulations 2003*
- *The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940*
- *The Education (School Teachers' Appraisal) (England) Regulations 2012*
- *The Children and Families Act 2014*
- *The Education (Independent School Standards) Regulations 2014*
- *Police Act 1997*
- *The Police Act 1997 (Criminal Records) Regulations 2002, as amended*
- *The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended*
- *The Sexual Offences Act 2003*

- *Safeguarding Vulnerable Groups Act 2006*
- *Protection of Freedoms Act 2012*
- *Equality Act 2010*
- *The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended*
- *The Counter-Terrorism and Security Act 2015*
- *The Education (Pupil Information) (England) Regulations 2005*
- *Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011)*
- *The Teachers Standards (DfE 2012)*
- *Procedures set out by the appropriate LA's Local Safeguarding Children Board (LSCB)*

4.0 School Policies on Related Safeguarding Issues (To Be Read And Followed Alongside This Document)

- *e-Safety Policy*
- *Behaviour Management Policy*
- *Guidelines for the Use of Physical Intervention*
- *Procedures for Managing Allegations Against Staff*
- *Guideline for Record Keeping in Maintained Schools – Child Protection and Welfare Concerns*
- *Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff*
- *Health and Safety Policy*
- *Guidance for Safer Working Practice for Adults who Work with Children and Young People – embedded in this document*
- *Anti-Bullying Procedure*
- *Anti-Racism Policy*
- *Guidance on the Use of Photographic Images*
- *Safer Recruitment Guidelines*
- *Whistle-Blowing Policy*
- *School Drug Policy*
- *Intimate Care Guidance*
- *Procedures for Assessing Risk (re school trips)*
- *First Aid and Accident Policies*

5.0 Our Ethos

Didsbury CE Primary School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected;

encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

The school will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might be able to talk to
- Providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse by ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Supporting the child's development in ways that will foster security, confidence and independence.
- Providing an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to
- Ensuring all steps are taken to maintain site security and student's physical safety
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Developing a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing and promote effective working relationships with other agencies, especially the Police and Social Care.
- Ensuring that all adults within our school who have substantial access to children have been checked as to their suitability.

6.0 Roles And Responsibilities

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at the school. This includes the responsibility to provide a safe environment in which children can learn. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. The school and staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children* (DfE, 2015). Didsbury CE Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The school will have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The Governing Body

The Governing Body is accountable for ensuring the effectiveness of this policy and compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within each of the schools. Part 2 of *Keeping Children Safe in Education* (DfE, 2016) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will ensure that:

Through the Head Teacher, remedy without delay any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to the attention of the school management or Governing Body. Furthermore it is required that schools submit an annual safeguarding report to the Governing Body.

Ensure that a senior member of staff of the school's leadership team is identified to take the role of Designated Safeguarding Lead (DSL) as defined in *Keeping Children Safe in Education*, and given in Appendix B of this document. A second member of staff, the Deputy Designated Safeguarding Lead (DDSL), will fulfil this role when the DSL is unavailable.

Ensure that the school has a nominated governor responsible for safeguarding, to take lead responsibility in the Governing Body for Safeguarding, and to provide support and challenge to the Designated Safeguarding Lead (DSL) to ensure that the work of the school conforms to this policy.

Ensure that on arrival at the school all visitors (including contractors) are provided with information making them aware of their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead (DSL) or his/her Deputy (DDSL), and the names of the Designated Safeguarding Leads (DSL) and his/her Deputy (DDSL).

Make this policy available to parents and carers through the school website and ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school prospectus.

Ensure that children and young people are taught about keeping themselves safe.

Ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2013). This includes providing a co-ordinated offer of early

help¹ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection Plans. This covers a range of work such as:

- Working with the named Common Assessment Framework (CAF) Co-ordinator in Children's Social Care
- Working to help identify children and young people who are privately fostered
- Working to help protect children from extremist and violent views through multi-agency work.

Ensure that the school develops effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters, including:

- Attendance at Child Protection conferences
- Notifying Children's Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
- Contacting the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the *Protocol for Dealing with Children Missing from Care*'

Ensure that the school's safeguarding procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Local Safeguarding Children Board (LSCB).

Ensure there is a Staff Code of Conduct, which links to this safeguarding policy, and the Safer Working Practices document and which is shared with all current staff and forms part of the induction training for new staff.

Ensure that² any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer³. The Children's Barred List (formerly List 99) Check allows educational establishments to check against a database to see if there is a possible match for a person included in the children's barred list. If a person is included in the children's barred list, employment by the educational establishment is prohibited.

Review this safeguarding policy, and its effectiveness, annually (no later than the date of next review given on the front cover).

The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

¹ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

² Following guidance from the Local Authority Designated Officer (LADO)

³ Working Together to Safeguard Children (DfE, 2013) states "If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason."

The Head Teacher

The Head Teacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead Teacher for safeguarding (DSL);
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead Teacher (DDSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- The Head Teacher, supported by the Designated Safeguarding Lead (DSL), must ensure that this policy and associated procedures are followed by all staff.
- Ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

Designated Safeguarding Lead (DSL)

- The broad areas of responsibility of the Designated Safeguarding Lead (DSL) involve managing referrals/cases and raising awareness of safeguarding amongst staff. Appendix B of this document, drawn from *Keeping Children Safe in Education*, provides more detailed information on these areas of responsibility.
- The Designated Safeguarding Lead (DSL) will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- In making decisions on whether to refer safeguarding concerns/disclosures to Children's Social Care, the Designated Safeguarding Lead (DSL) must use the LA's Children's Social Care "A Child Centred System Understanding Thresholds"
- The DSL will consult with the Multi Agency Support Team if still unsure on whether to refer.

The Role & Responsibilities of all Staff within the school

All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* (Appendix A) and ensure they are aware of their responsibilities for safeguarding in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.

All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix A for details). Procedures for reporting concerns are given in sections 5 and procedures for dealing with a disclosure are given in section 6 of this document.

If concerns or allegations regarding a member of staff or the Head Teacher then the processes outlined in the relevant policy must be followed.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

There are various expert sources of advice on the signs of abuse and neglect.

Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

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

7.0 Training & Induction

The Head Teacher must undertake training on safeguarding at least once every two years (statutory requirement), via the Local Safeguarding Children Board (LSCB). If the Head Teacher is the Designated Safeguarding Lead (DSL) then he/she shall meet the training requirements set out below.

In addition to basic in-house safeguarding training the Designated Safeguarding Lead (DSL) must attend the Local Safeguarding Children Board (LSCB)'s *Working Together* training course Modules 1 and 2 as a matter of priority, and then undertake further refresher/specialist safeguarding training via the Local Safeguarding Children Board (LSCB) at least every two years (statutory requirement).

The school must have clear deputising arrangements in place for the safeguarding lead and these personnel must be supported in this role by the provision of access to appropriate Local Safeguarding Children Board (LSCB) learning opportunities. The Deputy Designated Safeguarding Lead (DDSL) must meet the training requirements in section 5.2.

Any newly appointed Designated Safeguarding Lead (DSL) must attend the Local Safeguarding Children Board (LSCB) *Working Together* training course Modules 1 and 2 before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead (DDSL) will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead (DSL) is waiting to receive training.

All other staff, who work with children, will undertake safeguarding training in-house at level 1, or its equivalent, to equip them to carry out their responsibilities for safeguarding effectively. This must be kept up to date by refresher training at three yearly intervals (however two yearly

intervals would be recommended), and temporary staff and volunteers who work with children must be made aware of the school's arrangements for safeguarding and their responsibilities. The Local Safeguarding Children Board (LSCB) offers free on-line training for such workers.

The Chair of Governors, the designated Governor for Safeguarding and Local Authority appointed Governors will undertake the Local Authority's governor safeguarding training at least once every three years.

All new members of staff will receive safeguarding training as indicated in 5.5 above as part of their induction programme.

Briefings and updates on safeguarding procedures and local safeguarding issues (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school's policy as they occur.

At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

8.0 Promoting Children And Young People's Well-Being

The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2013). This includes providing a co-ordinated offer of early help⁴ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school should also ensure that they promote effective E-safety to children.

The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed a multi-agency basis, the Common Assessment Framework (CAF).

Safeguarding procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm.

9.0 Dealing With Concerns Or Disclosures Regarding A Child Or Young Person

All staff and volunteers must be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse including child sexual exploitation
- Neglect

These categories are described in more detail in Appendix A and signs indicating the possibility of abuse are described in Appendix C. The abuse may be instigated by one or more adults, and/or other children and young people.

⁴ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the Designated Safeguarding Lead (DSL) immediately so that children's social care can be informed and the necessary protective measures implemented.

A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** the staff is aware of the signs and behaviour which **may** indicate abuse.

All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for safeguarding matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.

- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.

The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), immediately. The member of staff must provide the Designated Safeguarding Lead (DSL) with a signed, dated written record of the concern/disclosure, using the agreed school pro forma.

The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

The Designated Safeguarding Lead (DSL) must place the concern on the school's safeguarding file for the child (creating one if necessary).

When the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), has been informed, he/she shall make the decision whether or not to refer the concern to Children's Social Care. On the question of how to decide whether to refer to Children's Social Care, reference should be made to LA's Children's Social Care "*A Child Centred System Understanding Thresholds*".

Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

- **Has suffered significant harm; or**
- **Is likely to suffer significant harm.**

All referrals to Children's Social Care must be made in writing using the Multi Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised.

The Multi Agency Support team will be consulted when there is uncertainty about whether to refer.

Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the Multi Agency Support

Additional referral guidance is provided in Appendix D.

10.0 Confidentiality

Safeguarding information should be treated as confidential and only shared as part of the agreed school and Local Safeguarding Children Board (LSCB) protocols.

All staff/volunteers in the school have a responsibility to share relevant information about the protection of children with other professionals.

Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

11.0 Communication With Parents / Carers

Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Children's Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

12.0 Pupil Information and Record Keeping

The school will take sensible steps to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The school will require parents and carers to provide accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Plan or subject to a care plan
- the name and contact details of the child's or family's G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information through its Management Information System.

The Recording Form in the event of a safeguarding concern will be kept for the duration of the child's school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead (DSL) at the receiving school. The school will retain a receipt for the records signed by the receiving school.

The information contained will be regarded as confidential. Any request for access to the information by non-Local Authority Safeguarding Children Board agencies (e.g. Solicitor, investigating agent) will be referred to the Head Teacher/Designated Safeguarding Lead (DSL) who is advised to seek legal advice before acting.

13.0 Safer Recruitment

The school will comply with the guidance set out in Part 3 of *Keeping Children Safe in Education (DfE, 2016)*.

Although not a statutory requirement, at least one member of every appointments panel will have gained accreditation through Safer Recruitment training.

Didsbury CE Primary School is committed to safer recruitment and safeguarding students; all staff will be recruited in accordance with Bellevue Place Education Trust's Safer Recruitment Policy.

14.0 Dealing With Allegations Regarding School Staff Or Volunteers

The procedure documented within the Trust's Dealing With Allegations of Abuse Against Staff must be used in any case where it is alleged that a member of staff or a volunteer at the school has:

- behaved towards a child or children in a way that has harmed or may have harmed a child;

- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

15.0 Guidance And Procedures Relating To Activities And Services

In the course of preventing abuse to children, the school has established guidance and procedures related to activities and services:

Use of photography, video recording, image recording and mobile phone cameras

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of children and young people. The school will make full use of current best practice and follow guidelines from, for example the DfE and other professional organisations to fully protect the safety of its children.

When using professional photographers or inviting the press to a school activity, the school will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to children or one-to-one photo sessions at events

Parents, carers and spectators intending to photograph or video at an event will be required to follow the school's guidelines regarding the appropriateness of photographs.

Children and their parents will be advised to report any concerns to the event organiser or member of staff. Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.

Staff use of pupil images: conscious that there is a need to safeguard children, will make prudent use of pupil images obtained as a normal part of school life. The transmission of any images of pupils will be carefully reviewed, seeking the approval of the Headteacher or Head of EYFS beforehand.

Organised photographic opportunities

The majority of promotional and press releases will be organised through the school's senior leadership team. These are generally agreed by both parties in advance. The school will undertake not to use a child's image unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.

The Internet

The school operates secure access to the internet through its internet provider, preventing access to inappropriate web sites, chat rooms and social networking sites. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which will be monitored. Any member of staff discovered to have accessed or placed inappropriate material on the internet will be subject to the ICT and Acceptable Use Policy (AUP) Policies and Procedures.

The school will follow current DfE guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet.

Visitors and Site Security

The school will extend a warm welcome to all parents, carers and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls, will ensure that all pupils are fully protected from any malign influences or abuse.

Collaboration with the Local Authority

The school will share information about pupils and their families in a secure and sensitive manner, to protect the safety, well-being and learning of each pupil. The CAF and eCAF will form an important element of this communication. The school will endeavour to take advantage of the Local Authority's expertise too, for example, through the use of personnel such as the Pupil Tracking Officer, and others.

Responding to Disclosures, Suspicions and Allegations

The appropriate responses are contained in the school's Child Protection Policy.

16.0 Monitoring And Evaluation

This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance by the **Headteacher**.

17.0 Approval By Trust Board

This policy and plan has been formally approved and adopted by the Trust Board at a formally convened meeting.

APPENDIX A: Part One of *Keeping Children Safe in Education* (DfE, 2016)

Summary

This information has been taken from the main guidance, *Keeping Children Safe in Education* <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> which staff may also wish to read.

What school and college staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.
2. Children includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.¹ 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.²

The role of the school or college

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children 2015](#). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

¹ Such action might be taken under section 47 and section 44 of the Children Act 1989.

² Such action might be taken under section 17 of the Children Act 1989.

5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of school and college staff

6. The *Teachers' Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.³
7. All school and college staff have a responsibility to provide a safe environment in which children can learn.
8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school and college staff need to know

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.
11. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

³ The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained

schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

13. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options.⁴ One good source of advice is provided on the [NSPCC website](#). Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.
15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
16. A child going missing from education is a potential indicator of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in departmental advice about [school attendance](#) and statutory guidance [about children who run away or go missing from home or care](#).

What school and college staff should do if they have concerns about a child

17. If staff members have concerns about a child they should raise these with the school's or college's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

⁴ Department for Education [training materials on neglect](#).

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

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act

on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁵

20. The Department for Education has produced advice [What to do if you are worried a child is being abused 2015- Advice for practitioners](#) to help practitioners identify child abuse and neglect and take appropriate action in response.

What school and college staff should do if they have concerns about another staff member

21. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.

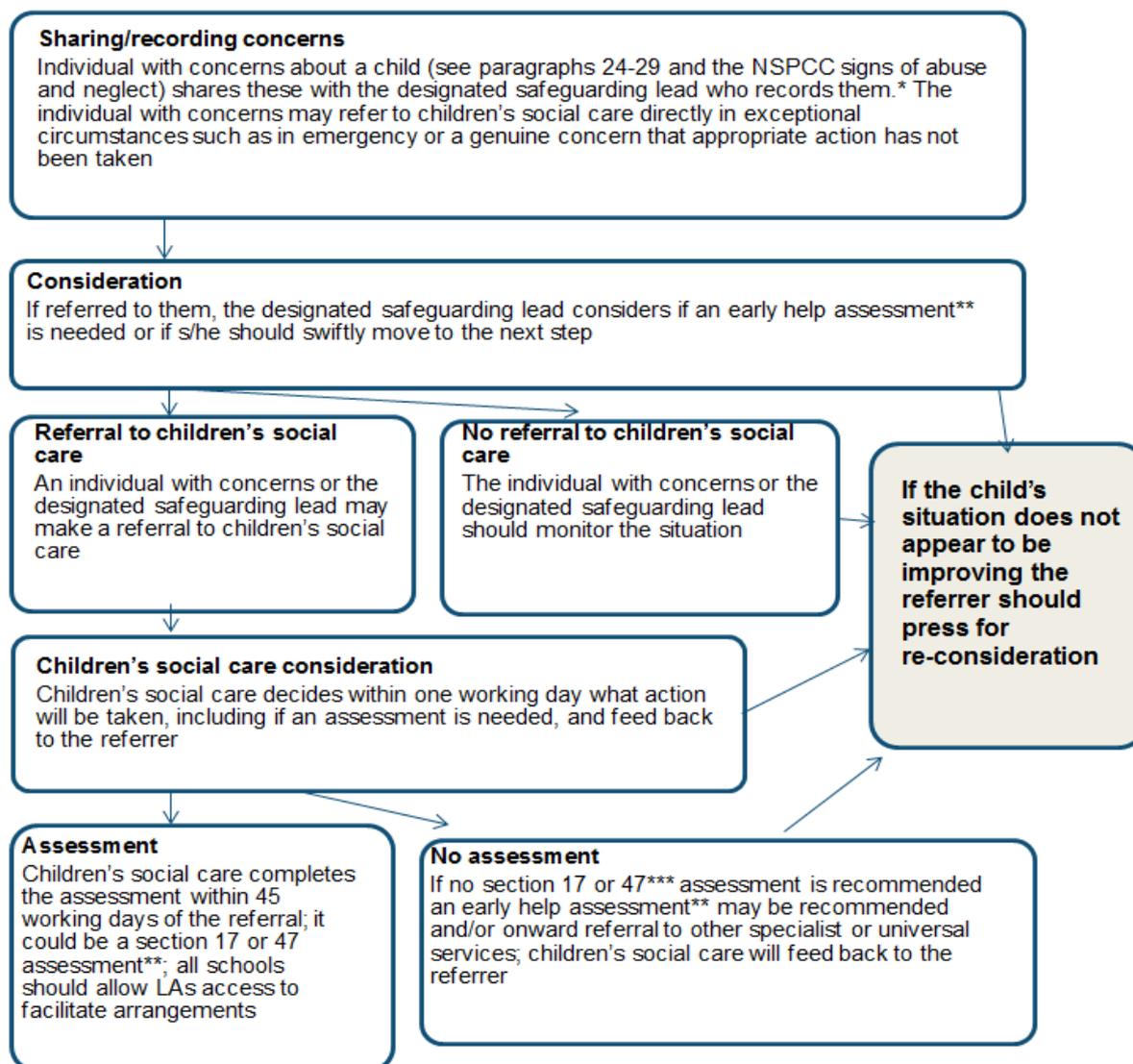
23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.⁶

⁵ [Brandon et al- Learning from Serious Case Reviews \(SCRs\) 2011](#)

⁶ [Advice on whistleblowing](#)

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**



*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a

teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of [Working Together to Safeguard Children 2015](#) for more information.

Types of abuse and neglect

24. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
25. **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.
26. **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.
27. **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.
28. **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.

Specific safeguarding issues

29. 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 [TES website](#) and [NSPCC website](#). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\)](#) –
- [bullying including cyberbullying](#)
- [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 \(VAWG\)](#)
- [Honour based violence](#)
- [mental health](#)
- [private fostering](#)
- [preventing radicalisation](#) -

- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

APPENDIX B: Role of the Designated Safeguarding Lead (DSL)

Keeping Children Safe in Education (DfE, 2016) defines the role in the following terms.

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead (DSL) are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The designated officer(s) for child protection concerns (all cases which concern a staff member),
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The Designated Safeguarding Lead (DSL) should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how 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.

- 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.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The Designated Safeguarding Lead (DSL) should ensure the school or college's policies are known and used appropriately:
 - Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
 - Ensure the child protection 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 or college in this.
- Link with the Local Safeguarding Children Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
-
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

APPENDIX C: Indicators of Abuse

NB. This guidance is provided as a useful reminder of the indicators of abuse but should be always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four categories of abuse, which may result in a child becoming subject of a Child Protection Plan. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse including Child Sexual Exploitation
- Neglect

Possible indicators of Physical Abuse

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home

- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Possible indicators of Emotional Abuse

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away

- Compulsive stealing or scavenging.

Possible indicators of Sexual Abuse

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks

Possible indicators of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging.

APPENDIX D: REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a safeguarding concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse

- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

MAKING A DECISION

Further guidance on making a decision is provided in the LA Children's Social Care, A Child Centred System Understanding Thresholds document.

APPENDIX E: Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to M Whitehead/H Large DSL/DDSL if they have a safeguarding concern about a child in our schools.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name: Position:	Date: Time:
Your signature:	
Date:	

Action taken by DSL

Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

Integrated
Youth Service

Parents

Other

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

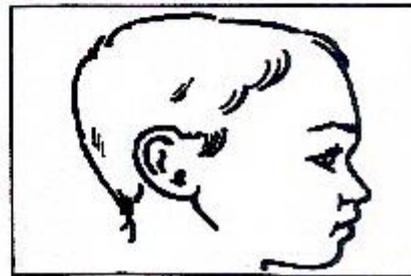
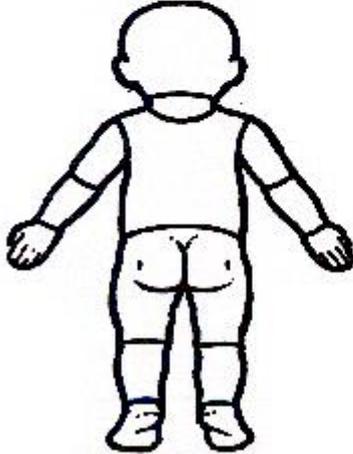
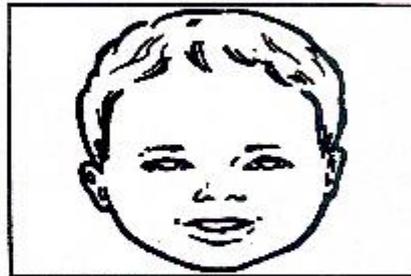
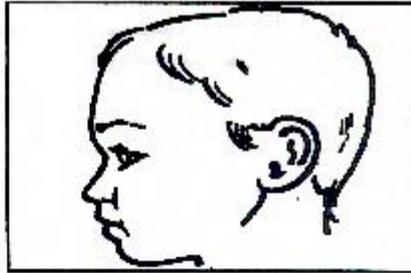
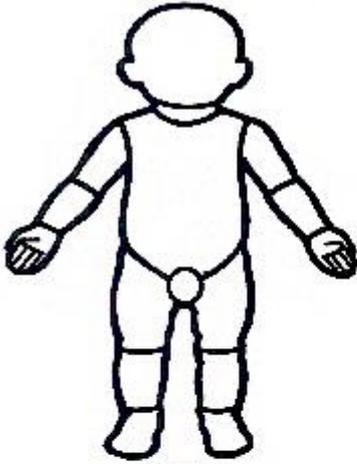
e.g. Academy to instigate a Family Support Process, assessment by Children's Services

Full name:

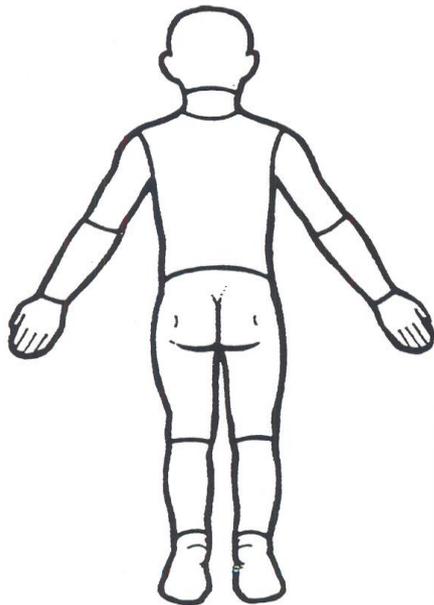
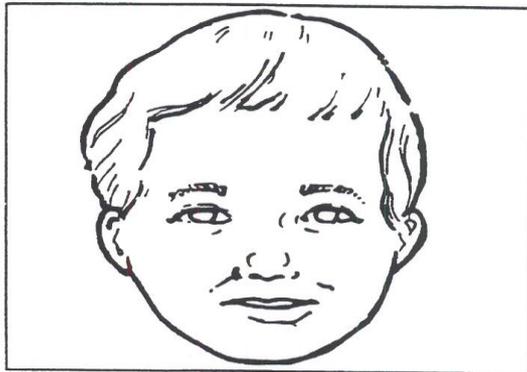
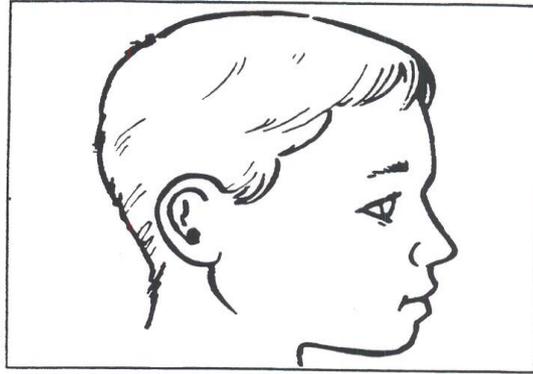
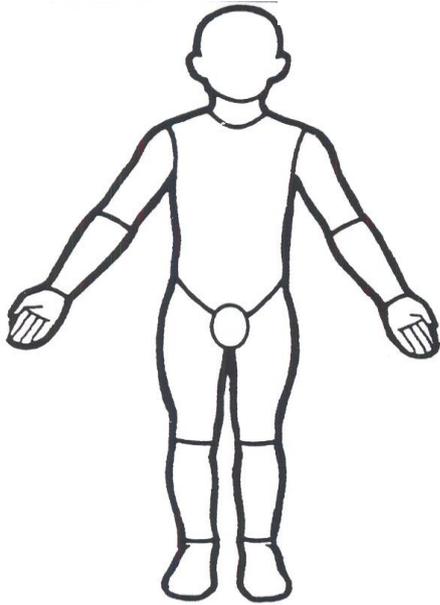
DSL Signature:

Body Map

Young Child



Older Child



APPENDIX F: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our schools we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to safeguarding, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the designated safeguarding lead. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head Teacher. If an allegation is made about the Head Teacher you should pass this information to the Chair of the Local Governing Body and/or Chief Executive of the Trust. Alternatively, you can contact the Local Authority Designated Officer

The people you should talk to in the school are:

Designated Safeguarding Lead: M Whitehead

Location of office: Room next to main entrance and main office

Contact Number: 0161 445 7144

Deputy Designated Safeguarding Lead: S Ball

Location of office: Room next to main entrance office

Contact Number: 0161 445 7144

Chair of Local Governing Body: Paul Good

Contact Number:0161 446 4150

Vice Chair of Local Governing Body: Andrew Ballantyne

Contact Number: 0161 446 4150

At Didsbury CE Primary School we strive to safeguard and promote the welfare of all of our children.

APPENDIX G: KEY CONTACTS

Role	Name	Contact details
Designated Safeguarding Lead	M Whitehead	0161 445 7144
Deputy Designated Safeguarding Lead	S Ball	0161 445 7144
Head Teacher	M Whitehead	0161 445 7144
Named Safeguarding Governor	C Arundale	0161 446 4150
Chair of Governors	P Good	0161 446 4150
Vice Chair of Governors	A Ballantyne	0161 446 4150
LA Multi Agency Safeguarding Team	Manchester Contact Centre Contact Officer	0161 234 5001
Local Authority Designated Officer (LADO)	Majella O Hagan	0161 234 1214
Local Safeguarding Children Board (LSCB)	MSCB	http://www.manchesterscb.org.uk/
LA's Children's Social Care - A Child Centred System Understanding Thresholds	Lynda Karalis 0161 234 7482	

