

Safeguarding Children Policy

Leamore Primary School

Date

Review Date

Designated Person:
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Deputy Designated Person:
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Why have a Child Protection Policy?

1.1 Leamore Primary School is committed to safeguarding and promoting the welfare of every child in our care, and works closely with other agencies to ensure children are kept safe from harm. Children thrive and develop when they feel safe, and it is our moral responsibility and legal duty to help them achieve this. This duty encompasses all staff including governors, the senior management team, teachers and coaches, support staff, lunchtime supervisors, cleaning staff, catering staff and caretakers, and any other adults who come into contact with our school through volunteering or external routes. Leamore Primary School aims for an open culture and transparency, where all staff are encouraged to and feel able to share concerns about children.

1.2 In this policy, references to children refer to anyone who has not yet reached their 18th birthday.

1.3 This policy does not stand in isolation and should be referenced alongside:

- the school behaviour policy and procedures, which include anti-bullying, E-safety and use of reasonable force.
- Recording and information sharing guidance:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)
- Walsall Safeguarding Children Board Child Protection Procedures
- Keeping Children Safe in Education, July 2015
- Working Together to Safeguard Children, DfE, March 2015
- What to do if you're worried a child is being abused, March 2015
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff, DfE, 2011
- Information sharing guidance for practitioners and managers 2015

Introduction

2.1 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.

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2.2 Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. 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.

2.3 Everyone who comes into contact with children and their families has a role to play in safeguarding children. 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. Schools 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 should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

2.4 Each school 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.

2.5 The ***Teacher Standards 2012*** 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.

2.6 All school staff have a responsibility to provide a safe environment in which children can learn.

2.7 All school 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.

2.8 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.

2.9 All staff members should be aware of systems within the school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff code of conduct; and the designated safeguarding lead.

(Keeping Children Safe in Education, Department for Education, July 2015)

2.10 The Children Act 2004 places a statutory responsibility as follows:

All people working in education and schools contribute to the safeguarding and promoting of children's welfare. All schools have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important role in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their

resilience through the curriculum. All schools should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.

2.11 Keeping children safe in education, July 2015:

In July 2015, the Department for Education updated the statutory guidance on safeguarding.

Full guidance, **Keeping Children Safe in Education** can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf

A fifteen page summary for staff can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf

Ethos

3.1 We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

Safeguarding is everyone's responsibility:

4.1 Child protection is part of safeguarding and promoting the welfare of children. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. As adults and/or professionals or volunteers, everyone has a responsibility to safeguard children and promote their welfare.

4.2 Effective safeguarding arrangements should be underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective, each professional and organisation should play their full part; and
- a child-centred approach: for services to be effective, they should be based on a clear understanding of the needs and views of children.

(Working Together to Safeguard Children, 2015, DfE)

Definitions of abuse, neglect and further risks to children and young people:

5.1 Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

5.2 Physical abuse:

Physical abuse is 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.

5.3 Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

5.4 Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (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.

5.5 Neglect:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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- 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.

(Working Together to Safeguard Children, 2015, DfE)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

5.6 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 can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf

5.7 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. Further information can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

5.8 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

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the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). Schools and colleges should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways. Further information can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

Role of the Designated Safeguarding Lead

6.1 Our Designated Person is Michelle Hill, Interim Headteacher. Our Deputy Designated Person is Ellie Luckin, Safeguarding Lead Coordinator. Both are on our Senior Management Team.

6.2 The broad areas of responsibility for the Designated Safeguarding Lead are:

To refer all cases of suspected abuse to the local authority children’s social care and:-

- The Designated Officer (LADO) for child protection concerns (all cases which concern a staff member or another adult who is in a position of trust),
- 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 to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations/coordinating child protection activity.

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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.

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.

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 the governing body 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 in this.

Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility; there should be a face to face handover/exchange of information with the new post holder wherever possible.

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

6.3 If the Designated Safeguarding Lead is not available you must refer your concerns to someone else who is names as deputising this role for the.

Role and responsibilities of the Governing Body

7.1 The Governing Body are the accountable body for ensuring the safety of the school.

7.2 The governing body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Walsall Safeguarding Children Board;
- The school operates "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;

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- At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- The Head Teacher and all other staff who work with children undertake training at three yearly intervals;
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

7.3 The governing body reviews its policies/procedures annually.

7.4 The Nominated Governor for safeguarding and child protection at the school is Alison Buick. The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.

7.5 The Nominated Governor will liaise with the Head Teacher and the Designated Safeguarding Lead to produce an annual report for governors and the local authority (s175/s157).

7.6 A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher / Principal.

7.7 The joint Chairs of Governors are Alison Buick and Vanessa Holding.

Staff awareness

8.1 Safeguarding is a regular item on the agendas of staff meetings. Reminders of how to access the safeguarding children policy, and the procedures linked to it, will be provided at staff meetings. Any updates to the policy, and legislation and guidance, will be shared at this forum.

8.2 Findings and lessons learned from Serious Case Reviews that will impact upon practice will also be shared at staff meetings.

8.3 All staff have been asked to read at least Part One of DfE guidance: Keeping Children Safe in Education, 2015.

8.4 The school is committed to safeguarding children, and all staff are encouraged to report any concerns about children. This includes any suspicion of physical abuse, sexual abuse, sexual exploitation, emotional abuse, domestic abuse, neglect, violent extremism, female genital mutilation

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and forced marriage. The school is also committed to identifying vulnerable children, including young carers and children living in private fostering arrangements.

Training

9.1 Training for members of staff is not only crucial in protecting children and young people, but also makes them aware of how they can protect themselves against allegations. As well as safeguarding training delivered in house, Walsall Safeguarding Children Board and Walsall Council offer training on several areas of safeguarding children, including Safeguarding Children and Young People, Child Protection and Safer Recruitment. Further information can be found on the WSCB website: www.wlscb.org.uk.

9.2 All staff members and governors must receive level 1 Safeguarding Children and Young People training, which is refreshed at least every three years.

9.3 The Designated Person and Deputy Designated Person must receive Advanced Child Protection training at least every two years.

Mobile Phones and Social Media

10.1 All staff members and volunteers must comply with codes of conduct:

10.2 Mobile phones are not to be used in areas of the school where there are children.

10.3 Staff members are not permitted to take photos of children on their mobile phones.

10.4 Staff will interact with pupils via comments on the work on their blogs but will not interact with pupils on social media such as Twitter or Facebook.

10.5 Staff members must not encourage contact with children outside of school, such as by giving their personal phone numbers to children or accepting them as contacts on social media. Any breach of this must be reported to the Headteacher.

A safer school culture

11.1 Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education' (July 2015). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring

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that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. All staff/volunteers interviews will explore candidates commitment, understanding and knowledge of safeguarding children and young people.

Relevant staff have undertaken Safer Recruitment training. There will at least one person on every interview panel who has completed Safer Recruitment training.

11.2 Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

What to do if you have concerns about a child

12.1 You may have concerns about a child because of something you have seen or heard, such as an injury or changes in behaviour, or a child may disclose something to you.

12.2 When receiving a disclosure, always remember it may have taken a long time for the child to feel confident enough to speak to you. Children rarely lie about abuse, and being disbelieved adds to the trauma of disclosing. Allow the child to speak freely and tell you as much or as little as they wish to. We can ask the child questions in order to clarify whether they are at risk of harm. Once this is achieved, stop asking questions. Only appropriately trained police officers and social workers can interview children in these circumstances.

12.3 It is important to remember the six R's when dealing with a disclosure:

- Receive
- Reassure
- React
- Record
- Remember
- Relax

DO:

- Remain calm
- Actively listen to the child and notice their body language
- Reassure the child
- Alleviate any guilt the child may be displaying, by saying "you're not to blame"

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- Tell them they have done the right thing in telling you
- Take them seriously
- Explain what you have to do next
- Always record the disclosure verbatim and within one hour, and sign, time and date the record
- Maintain contact with the child afterwards; as they have put trust in you, they need to know they haven't been rejected as a result of disclosing

DON'T:

- Make any promises to the child
- Promise confidentiality, as you have a duty to share this information
- Make judgements
- Show the child that you are shocked by what they have said, as this may discourage them from continuing their disclosure
- Ask any leading questions
- Ask the child to repeat the information to another member of staff
- Remove clothing to view injuries
- Take photographs of injuries
- Gossip about the incident
- Do not interrogate the child; it is not your responsibility to investigate.

12.4 Only a minority of children actively disclose abuse. Most child abuse is disclosed accidentally or through observation by an adult of a child's behaviour, words and physical appearance. When a child does disclose abuse, this needs to be taken very seriously. It is important that any disclosure is dealt with appropriately, both for the wellbeing of the child and also to ensure that your actions do not jeopardise any legal action against the abuser.

12.5 Abuse is more likely to be committed by a trusted individual rather than a stranger, so the child will often appear attached to their abuser. Do not let this deter you from reporting concerns.

12.6 The names, pictures and certificates of the Designated Persons will be on display in the school so all staff, visitors and children know who to report safeguarding concerns to.

12.7 The child's welfare must be the paramount consideration at all times. Whatever the nature of your concern, discuss it with one of the Designated members of staff. Leamore Primary School has adopted a "Record of a concern about a child" form for staff members to make a written record of safeguarding concerns, which is completed and given to the Designated Person or Deputy Designated Person.

12.8 Upon receipt of a concern, the person receiving the concern will discuss this with the person who is concerned, and discuss the next steps. The

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Designated or Deputy Designated Person will consider the concern in line with Walsall Safeguarding Children Board multi-agency threshold guidance. Children's Services Multi Agency Screening Team can be contacted for advice and guidance or in the event of making a referral, on 01922 658170.

12.9 We recognise that incidents will take place in and out of school that do not raise safeguarding or child protection concerns. However, it is important that these events are recorded so that the bigger picture can be seen in cases where there are multiple events. Leamore Primary School has an "Incident form" which is used to record such incidents. These forms are also passed to the Designated Person or Deputy Designated Person.

12.10 Staff members are encouraged to clearly date, time and sign any record made of a concern. All forms aforementioned are kept in children's files in a locked cupboard. A process takes place whereby children's safeguarding files are distinguished by level of concern.

12.11 An internal system is in place whereby a selection of children's safeguarding files are audited to identify learning points and any missed opportunities in individual cases to enable development for future cases.

12.12 There is also a safeguarding committee of the governing body. Whilst this committee does not have knowledge of individual cases, they have oversight of safeguarding procedures and data is regularly reported to them.

12.13 To consult with one of the Designated Persons does not mean a referral has been made; this is the decision of the Designated or Deputy Designated Person who will contact the appropriate agency as and when required. There will be occasions when the member of staff raising a concern about a child disagrees with the decision of the Designated Person or Deputy Designated Person. At Leamore Primary School, open and honest conversations and constructive challenge are encouraged. Staff members are aware that if they are still unhappy with the response they have received they can obtain advice from or refer a case directly to Children's Services themselves.

12.14 The school will always discuss concerns with parents or carers, unless to do so would:

- place the child at risk of significant harm or further risk of significant harm
- place a vulnerable adult at risk of harm
- compromise any enquiries that need to be undertaken by children's social care or the police

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

12.15 If both of the Designated Persons are off site and cannot be contacted, staff can take their concerns to Lisa Francis, Interim Deputy Head, or Amy Nash, Family Support Worker. If this is not possible, staff should contact the MAST team directly with their concerns. Call the Multi Agency Screening

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Team (MAST), Quest Building, 139-143 Lichfield St, Walsall on 01922 658170.

What information will you need when making a referral?

You will be asked to provide as much information as possible. For example, the child's full name, date of birth, address, school, GP, languages spoken, any disabilities the child may have, details of the parents, other siblings, and a chronology of previous concerns. However, you should still call MAST if you do not have all these details.

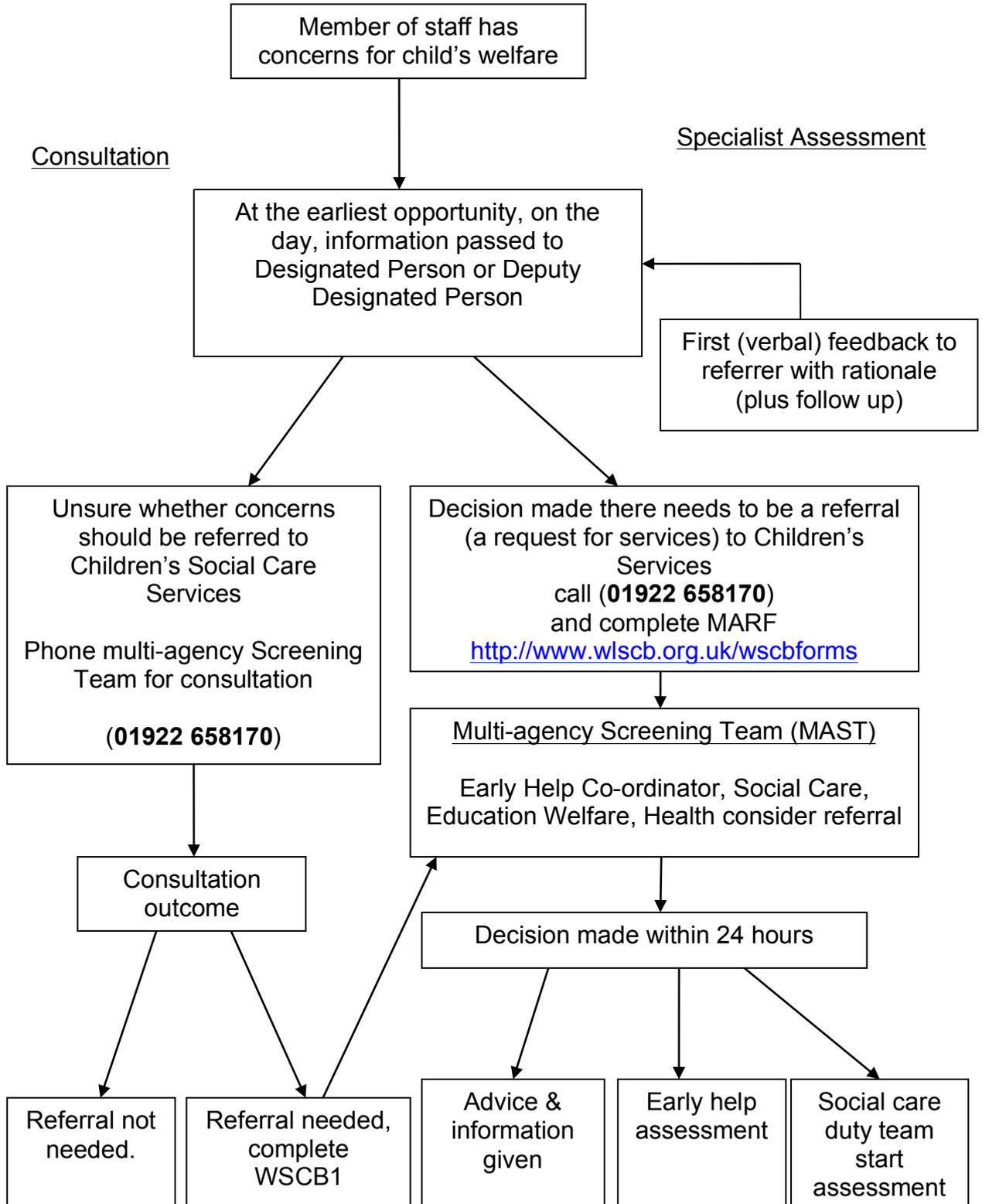
You should follow up the verbal referral in writing within 24 hours. The written referral should be made on a Multi Agency Referral Form (MARF), which can be found on the WSCB website: www.wlscb.org.uk.

12.16 Under no circumstances should a member of staff leave school without discussing their concerns about a child with an appropriate person.

12.17 The school website and posters around the school will encourage parents to raise any concerns about a child with the Designated Person or Deputy Designated Person.

Appendix 1: Flow Chart

Multi-Agency Screening Team (MAST) in Walsall



Following a concern/referral

13.1 The Designated Person or Deputy Designated Person receiving the concern should make a record of the actions they have taken in the child's safeguarding folder. They should give feedback regarding the actions taken to the member of staff raising the concern within 24 hours. If a decision has been made to monitor the situation, the member of staff should be informed of the date on which this will happen.

13.2 In the absence of the person who originally dealt with the concern, staff should contact the alternative Designated Person to ensure they receive feedback in a timely fashion.

13.3 If a referral is made to MAST, the record should be updated to reflect the response received from MAST, including actions to be undertaken and the date, time, name and role of the person giving the response.

Record keeping

14.1 Each child for whom a concern is raised has an individual file that is kept in a locked cabinet.

14.2 Each file will include:

- File contents
- Basic information sheet
- Record of a concern about a child forms
- Actions taken by Designated Persons record, including contact with parents, Children's Services and other agencies
- Attendance records;

and where appropriate:

- Completed WSCB1 forms and MARFs
- Early Help Assessment forms
- Medical records
- Minutes of Initial/Review Child Protection Conferences
- Child Protection Plans
- Core Group minutes
- Personal Education Plans
- DART information
- Record of use of Team Teach restraint for keeping children safe
- SEN records / Individual Education Plans
- Statutory Assessment Forms

14.3 When either of the Designated members of staff leaves their employment at Leamore Primary School, there should be a formal hand over of the safeguarding records. There should be an audit of the files involving the new

Designated person or Safeguarding Officer, and the handover of responsibility for the files should be formally recorded.

Allegations involving a member of staff / volunteer

15.1 Leamore Primary School is committed to having effective recruitment and human resources procedures, including conducting checks on all prospective staff and volunteers to make sure they are safe to work with children and young people. Key staff involved in recruitment processes will undertake Safer Recruitment Training offered by Walsall Safeguarding Children Board. At a minimum, each interview panel should have at least one member who is trained in Safer Recruitment.

15.2 Despite every effort being made to prevent unsuitable candidates entering employment at Leamore Primary School, we must remain vigilant, and we encourage openness where concerns about colleagues can be raised. All allegations of abuse of children by those who work with children or care for them must be taken seriously. In these circumstances, all allegations against other members of staff or volunteers should be referred to the Interim Headteacher, Michelle Hill. In her absence, you should seek to speak with a member of staff from the Senior Leadership Team, which consists of Lisa Francis, Kathi O'Connor and Ellie Luckin. If your concern is about the Headteacher, you need to speak to one of the joint Chairs of Governors, Alison Buick or Vanessa Holding. Information sharing should not be a barrier but in the unlikely event that you cannot access the people above, please discuss your concerns with Alan Hassall, the Local Authority Designated Officer (LADO), on 01922 654040 or 07432422205.

15.3 There may be occasions when allegations are made against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances. Considerations must always be the protection of all children in the person's care, protection for the person making the allegation, and any necessary considerations for the person who is the subject of the allegation.

15.4 The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which has harmed a child, 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 which indicates that he/she is unsuitable to work with children

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The allegations may relate to the person's behaviour at work, at home or in another setting.

15.5 Where allegations are made, consideration must be given to the following three strands:

- The police investigation of a possible criminal offence
- Enquiries and assessment by Children's Social Care Services as to whether the child is need of protection or in need of services
- Consideration by an employer of disciplinary action in respect of the individual

15.6 In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with Leamore Primary School's complaints procedure.

15.7 All allegations should be notified to the Local Authority Designated Officer (LADO) within one working day, on 01922 654040 or 07432422205.

15.8 A senior member of Human Resources must also be consulted.

15.9 The LADO will discuss the matter with the Headteacher to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to Children's Services is required and/or whether disciplinary action is appropriate.

15.10 Most allegations will require immediate referral to Children's Services and West Midlands Police is required, but common sense and judgement must be applied in reaching a decision about what action to take.

15.11 If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer Significant Harm, the LADO will immediately refer the matter to Children's Social Care Services and ask for a Strategy Discussion/Meeting to be convened straight away.

15.12 Where the safety of other children is in question as a result of the allegation, consideration should be given to invoking the Complex (Organised or Multiple) Abuse Procedure, which can be found on the WSCB website www.wscb.org.uk.

15.13 Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by Children’s Services. However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the organisation. Consequently the LADO should be informed of all allegations that come to the employer's attention and appear to come within the scope of this procedure so that he can consult Police and social care colleagues as appropriate.

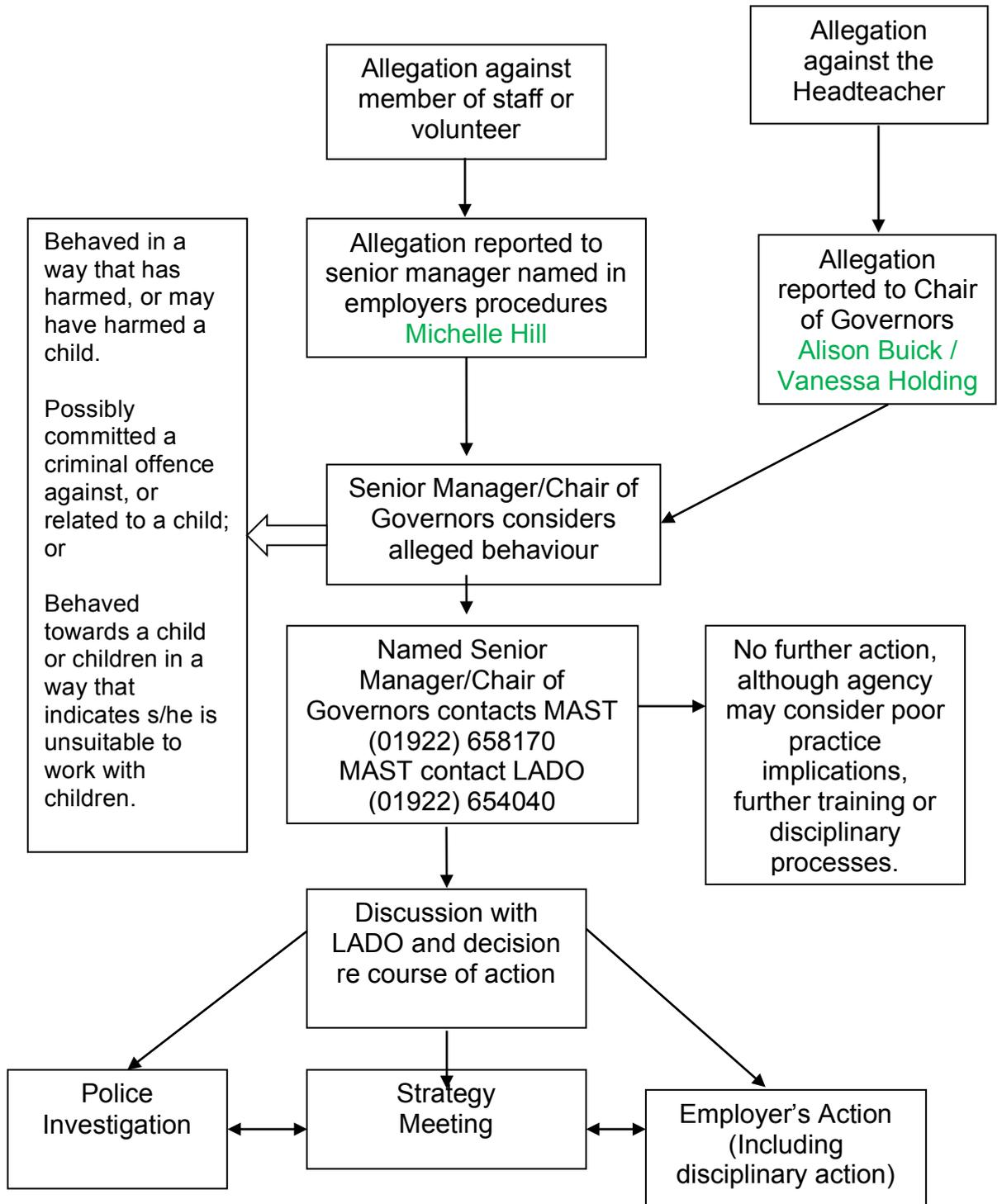
15.14 Where a referral is made directly to Children’s Social Care Services, they will consult with the Local Authority Designated Officer (LADO), the Police and the Headteacher or Chair of Governors as appropriate.

15.15 More information and the full Walsall Safeguarding Children Board Child Protection Procedures can be found at www.wlscb.org.uk.

“For those agencies whose job it is to protect children and vulnerable people, the harsh reality is that if a sufficiently devious person is determined to seek out opportunities to work their evil, no one can guarantee that they will be stopped. Our task is to make it as difficult as possible for them to succeed...” (Bichard Report 2004).

Appendix 2: Flow chart

Appendix 2: Managing Allegations Against Staff and Volunteers



Assessment by Children’s Services e.g. Section 47 Child Protection Enquiry.

LADO tracks progress, monitors outcomes and reports to LSCB and DfE.

Policy last updated: 16/9/15

Signed by Michelle Hill, Interim Headteacher: _____

Signed by Alison Buick and Vanessa Holding, joint Chairs of Governors:

This policy will be reviewed in full every year. This will include checking the accuracy of telephone numbers and personnel details, and any updates required by a change in local or national policy or as a result of learning from serious case reviews.

Next review date: 16/9/16