

Child Protection (CP) and Safeguarding Policy

Purpose

Sharnbrook Academy Federation Schools recognise that their practitioners will read this policy and work within the framework of:

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures <http://bedfordscb.proceduresonline.com/chapters/contents.html>;
- Working Together to Safeguard Children (2015);
- Keeping Children Safe in Education (2016). See Appendix 8 for new changes to this document;
- What to do if you're worried a child is being abused: Advice for practitioners (March 2015);
- Information Sharing Practice Guidance (2015);
- Revised Prevent Duty Guidance: for England and Wales 2015;
- Children Act 1989;
- Children Act 2004;
- Education Act 2002;
- Guidance for safer working practices for those working with children and young people in education settings October 2015;
- Disqualification under the Childcare Act 2006.

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm.

Accountability for Child Protection and Safeguarding of students will always sit with the SAF Board of Trustees, the Local Governing Body for each SAF school will appoint a named LGB Governor who will ensure the roles & responsibilities contained in this Policy are adhered to for the school.

We recognise that for children, high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

We will make all parents/carers aware of the role and responsibilities of the school with regards to safeguarding and promoting welfare and of the existence of the school's Child Protection and Safeguarding Policy by ensuring relevant information and contact details are published on the school website, in the prospectus and across the SAF. A copy of this policy will be made available to parents/carers upon request and the personalised version is displayed on each school website. **Although this is a generic policy across SAF, it has been personalised to suit individual schools.**

Aim

We aim to provide a safe, secure, inclusive and consistent environment for all our pupils/students regardless of age, race, religion/belief, disability, gender, pregnancy/maternity, transgender or sexual orientation; one in which they feel safe, supported, valued, respected and listened to. For the purposes of this policy, the Sharnbrook Academy Federation School's working definition of Safeguarding is as follows:

"How you help children and young people to feel safe and happy and therefore more able to reach their potential."

We will do this by:

1. Establishing an environment in which children are and feel safe and can learn, develop and have a voice.
2. Adopting safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.
3. Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
4. Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
5. Supporting pupils who have suffered abuse or neglect or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan.
6. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance *e-Safeguarding: Creating Working Procedures in Schools (2009)*)
7. Monitoring and reviewing our safeguarding and child protection practices and procedures.

Ofsted's definition of safeguarding

Ofsted's definition of safeguarding as defined in 'Working Together to Safeguard Children' March 2015:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and learners from:

- Neglect.
- Physical abuse.
- Sexual abuse.
- Emotional abuse.
- Bullying including online bullying and prejudice-based bullying.
- Racist, disability and homophobic or transphobic abuse.
- Gender based violence /violence against women and girl.
- Honour based violence.
- Radicalisation and/or extremist behaviour.
- Child sexual exploitation and trafficking.
- The impact of new technologies on sexual behaviour e.g. sexting.
- Teenage relationship abuse.
- Substance misuse.
- Issues specific to a local population e.g. gang violence.
- Female genital mutilation.
- Forced marriage.
- Fabricated or induced illness.
- Poor parenting.
- Other issues that pose a risk to children.

“Safeguarding is not just about protecting children from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children’s and learners’ health and safety and well-being including mental health.
- The use of reasonable force.
- Meeting the needs of children and learners with medical conditions.
- Meeting the needs of children with special educational needs and disabilities.
- Awareness of the needs of Looked After children in the school.
- Providing first aid.
- Intimate care and emotional well-being.
- Online safety and associated issues.
- Appropriate safeguarding responses to 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.
- Appropriate arrangements for children visiting host families, attending work experience and school visits (procedures available in other school policies).
- Appropriate arrangements to ensure children’s and learners’ security, taking into account the local context.”

Inspecting safeguarding in early years, education and skills settings August 2016

Roles and Responsibilities

1. We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all teaching and non-teaching staff, governors, students/pupils and volunteers and visitors working in the school. The Board of Directors and Designated Person for Child Protection **Mrs Corinne Royden** will have particular responsibility for safeguarding and child protection within the school.

We will:

1. **Establish an environment in which children are and feel safe and can learn, develop and have a voice by:**
 - 1.1 Ensuring that our buildings and site are secure and that visitors to the school are properly checked and supervised. (See Handbook – Health & Safety & School Visits, Appendices 7 & 8)
 - 1.2 Having a Health & Safety Policy and procedures and ensuring that they are understood by all staff. (See Handbook – Health & Safety & School Visits)
 - 1.3 Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken. This will include within the school environment and any CP/Safeguarding issues are considered on lesson plans etc. and when off-site, for example, planning day visits, fixtures and residential visits using EVOLVE.
 - 1.4 Having policies for dealing with behaviour, bullying and racist and other discriminatory incidents (see Handbook) and ensuring that staff adhere to these policies and promote the principles of value, respect, tolerance and acceptable behaviour amongst our pupils/students. (See Appendix 4 for issues relating to safeguarding and discrimination)
 - 1.5 Ensuring that all staff, governors and regular visitors and volunteers have been made aware of *Guidance for safer working practice for those working with children and young people in education settings October 2015* document and work to the guidance contained therein. Consideration will also be given to the relevance of communicating

guidance around safe working practices to occasional visitors and volunteers as part of the risk assessment process.

- 1.6 Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to. Our schools enhance this through form tutoring, student voice, pastoral/student welfare services, buddy/mentoring/peer support schemes, 'worry boxes', displays of information such as ChildLine & NSPCC posters & contact details and CP/Safeguarding) – this list is not exhaustive.

2. Adopt safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school.

Keeping children safe in education Statutory guidance for schools and colleges September 2016 outlines Safer Recruitment processes in education settings. At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment. Staff and governors have undertaken safeguarding checks including Disclosure and Barring Service (DBS) checks, and for staff barred list checks together with two references with at least one being from the previous employer and interview information. In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Volunteers are appropriately supervised. New governors will also be asked for references.

Safer Recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.
2. Reject inappropriate candidates at the application and interview stages.
3. Prevent abuse to children by developing robust policies and agreeing on safe practice.

The school has procedures in place to make a DBS referral if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.

3. Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:

- 3.1 Including opportunities through the PSHE/Citizenship education curriculum for children to develop the skills they need to recognise and stay safe from abuse. (Refer to subject policy)
- 3.2 Ensuring that children know that there are adults in the school whom they can approach if they are worried. Form tutors ensure children are aware of procedures. Included in this will be assemblies and workshops delivered by the NSPCC and other relevant stakeholders.
- 3.3 Displaying/distributing appropriate safeguarding materials and information including e-safety.

4. Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this (in adherence with the guidance set down in Keeping children safe in education Statutory guidance for schools and colleges September 2016, What to do if you're worried a child is

being abused Advice for Practitioners March 2015 and *Working Together to Safeguard Children (2015)* by:

- 4.1 Allocating a member of the school's leadership team to the role of lead 'Designated Person' for child protection. This role is currently carried out by ***Mrs Corinne Royden*** and in their absence ***Mrs Suzanne Payne***
- 4.2 Having at least one named member of staff to deputise in the absence the main designated person and to provide support to the lead designated person ***Mrs Suzanne Payne*** Providing time and support for these roles.
- 4.3 Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a **minimum**. (Responsibility of SAF Board of Directors).
- 4.4 Having a nominated governor responsible for child protection/safeguarding, who will review our safeguarding and child protection policies, procedures and training regularly and be the link person between the designated member of staff for child protection and the Governing Body. ***Mrs Jane Charsley / Mr Anthony Bennett***

The role of the governor will include ensuring:

- A Designated Safeguarding Lead (DSL) has been appointed and trained.
- Training for the DSL takes place every two years and that the DSL is kept abreast of developments and changes in law.
- That sufficient time and resources are allocated to the DSL to carry out their role effectively.
- All staff /governors/volunteers have received safeguarding training including induction training for all staff and at regular intervals.
- The Single Central Record is accurate and up to date.
- Numbers and trends of safeguarding issues are monitored.
- Regular meetings with DSL.
- The School child protection and safeguarding policies are updated in line with legislation and annually.
- Governing board is informed about safeguarding regularly and provided with an annual report.
- Support DSL and Head of School in preparing for Ofsted and other inspections.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- Robust safer recruitment practice is in place.
- Ensure safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and to have enhanced DBS checks.

(This list is not exhaustive and governors can access an information sheet with more information about their role by contacting the Bedford Borough Governor Training & Development Co-ordinator, governorstraining@bedford.gov.uk and by reading 'Keeping Children Safe in Education, 2016').

- 4.5 Having processes in place to ensure that all new staff receive safeguarding training appropriate to their role, as part of their induction and thereafter have access to refresher training as required, or in any case, every year. The Designated Person for Child Protection will have responsibility.
- 4.6 Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), volunteer and governor is aware of this policy together with other relevant safeguarding policies or guidance and that they are also

aware of their own role in safeguarding/ promoting welfare and of the identity and role of the designated person(s). Staff are given individual copies of this policy & asked to sign to say they have read it and understand their own role. In addition, all staff will be expected to read the latest version of Keeping children safe in education Statutory guidance for school and college staff Part 1 and also asked to sign to say they have read it. Training, information leaflets for temporary staff, volunteers and visitors further promote the school's ethos regarding CP/Safeguarding.

- 4.7 Requiring **all** staff and volunteers, to report **any** safeguarding concerns, **in writing**, to the Designated Person for Child Protection, regardless of whether or not they feel that the concern is either serious or substantiated. This expectation will be communicated through regular training, staff briefings and induction training. There is a set disclosure form (see Appendix 7) across SAF (where possible) to be completed. These are to be found in the **Staff Room**. Volunteers and temporary staff are given information on this via the leaflet that is given to every visitor when they sign in. Even if an individual thinks the concern is minor, the Designated Person for Safeguarding may have more information that together with what is referred may then represent a more serious worry about a child. It is never an individual's decision alone how to respond to concerns, but it is always their responsibility to share concerns, no matter how small.
- 4.8 Enabling the Designated person for Child Protection to make decisions regarding the action to be taken following a concern being brought to his/her attention. (Where appropriate, this may follow consultation; for e.g. with Children's Social Care or the Authority's safeguarding advisors).
- 4.9 Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children's Social Care or the Police Service in accordance with *Bedford Borough Inter-Agency Child Protection Procedures*. Bedford Borough Council Social Care Emergency Duty Team can be contacted on **0300 300 8123**, Bedfordshire Police on **01234 841212**. The Borough Multi Agency Safeguarding Hub (MASH) team may also be contacted for advice on 01234 718700. This will normally be done via the Designated Person for Child Protection or their deputy; unless they are not available and to wait for them to become available would pose a delay which would be unacceptable given the individual circumstances of the case.
- 4.10 Sharing information (in line with the *LSCBs Information Sharing Protocol*) with relevant professionals in order to monitor, support and protect children thought to be at risk of harm.
- 4.11 Ensuring that where the Designated Person believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded; both by them and where possible on relevant minutes and case papers held by other professionals involved. They will also escalate the matter, as per the Local Authority Protocol. (see Appendix 2)
- 4.12 Making the Designated Person(s) for Child Protection responsible for creating and maintaining written records in respect of all children for whom child protection concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events (See Appendix 3 for sample chronology template). Access to these files is controlled by the Designated Person.
- 4.13 Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils/students including those with disabilities, minority status and those

with a history of abuse. Where a child is believed to be a 'child in need' of additional support/services and the threshold for significant harm or Children's Services Social Care intervention is not met, the Designated Person will seek the consent of parents/carers/child/young person (as appropriate) to assess the needs and solicit support as appropriate. Needs may sometimes be met within the school community or by making a single agency referral or through multi-agency collaboration via the 'Early Help Assessment' (EHA) and Team around the Child/Family (TAC/TAF) process as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

- 4.14 Ensuring that issues of confidentiality are understood by all teaching and non-teaching staff, volunteers, peer counsellors and visitors including the need not to offer confidentiality in certain situations. This will be communicated through training.
- 4.15 Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- 4.16 Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting.
- 4.17 Supporting the Authority's policies on school attendance and children missing education and in particular by adhering to the missing children procedures.
- 4.18 Ensuring that staff are aware of and work to LSCB procedures with regards to sexually active young people (*Protocol & Guidance; Working with Sexually Active Young People, 2016*). Staff should be alert to the fact that where any child/young people is/are engaging in sexual activity with another/others, there is a need to conduct an assessment of the situation. This ultimately should consider whether the activity might be exploitative/abusive/ coercive or otherwise put the child at risk of harm and therefore need to be treated as a safeguarding issue. Issues of confidentiality, education and support need to be addressed.
- 4.19 Staff will also be made aware and updated in new areas of concern as they become relevant; in particular Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Forced Marriage. Further guidance on these can be accessed via LSCB website (see Sources of Reference section)
- 4.20 The school is enrolled in the RELAY initiative set up by Borough and Constabulary to share information between agencies concerning domestic violence or incidents that have taken place at homes where school pupils live.
- 4.21 The school will ensure that ALL staff are aware of PREVENT (anti radicalisation and extremism).

5. Systems in place to respond to allegations of abuse against staff.

- 5.1 Following the LSCBs procedures (*Managing Allegations and Concerns Regarding Staff, Carers and Volunteers Working with Children and Young People: 2015*) for dealing with allegations and concerns about staff (paid or unpaid, temporary or permanent). Where such an allegation or concern arises, the Head of School should be notified. He/she will notify the authority's Allegations Manager (also known as the Local Authority Designated Officer or 'LADO'). Where such an allegation is made against the Head of School or Executive Principal, the matter will be referred to the SAF Governance &

School Relationship Manager to inform the SAF Board of Trustees who will likewise notify the Authority's Allegations Manager. **Tracy McDonagh is the SAF Governance & School Relationship Manager and can be contacted via email at tmcdonagh@saf.org.uk or by telephone on 01234 782211 x6609**

Where a staff member feels unable to raise an issue through any of the routes outlined above or feels that their genuine concerns are not being addressed, another whistleblowing channel is The NSPCC whistleblowing helpline which is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

- 5.2 Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children. Deficiencies or weaknesses will be brought to the notice of the SAF Board of Directors and steps taken to remedy these without delay. The Head of School will have responsibility for this. Staff are made aware through correspondence and training annually on the correct procedures and this is part of the induction programme for newly appointed staff.
- 5.3 Having a whistle-blowing and complaints procedure which is communicated to pupils, parents and staff (as appropriate). (See SAF Whistleblowing Policy)

6. Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan by:

- 6.1 Maintaining close communication between the Designated Person and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
- 6.2 The Head of School having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings).
- 6.3 Closely monitoring any child subject to a child protection plan, or otherwise believed to be at risk of harm.
- 6.4 Completing activities as required in accordance with a child protection/care plan.
- 6.5 Ensuring (through the Designated Person for Child Protection) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored by relevant staff.
- 6.6** Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns (92% and below), the Designated Person or where appropriate individuals/teams managing attendance **Mrs Corinne Royden** will bring the absence to the immediate attention of the Education Welfare Officer. In these circumstances, a Local Authority School Attendance Officer will prioritise a visit to the child's home. Where the child is an open case to Children's Services Social Care, they should also be notified.
- 6.7 Notifying the Fostering Duty Desk when children come to our attention as being cared for in 'private fostering arrangements' in accordance with LSCBs *Inter agency Safeguarding Policy on Private Fostering* (2016).

- 6.8 Making the Designated Person(s) for Child Protection responsible for arrangements to ensure that a **copy** of a pupil/student's child protection file (where one exists) is securely transferred in a timely fashion to the Designated Person at the receiving school/college when a pupil/student transfers. This file will be transferred separately from the main pupil record and a written acknowledgement of receipt will be obtained. The original file will be retained by this school in the filing cupboard in **the Principal's Office**.
- 6.9 Ensuring that where a child has an allocated social worker, the Designated Person or their deputy takes responsibility for notifying the social worker or their office, of any change in that child's circumstances, including any changes to schooling arrangements.

7. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance *e-Safeguarding: Creating Working Procedures in Schools (2009)*) by:

- 7.1 E-Security: keeping the electronic data we hold about pupils and families secure by ensuring correct protocol is followed regarding software security. (See Data Protection Policy)
- 7.2 E-Safety: Promoting e-safety awareness amongst children and their parents/carers. This includes e-safety curriculum, for example, within ICT and PHSCE lessons, assemblies, whole school CP/Safeguarding cyber-bullying projects such as Full House Theatre Company and safe use of social networking sites. All members of the school community know their access rights and responsibilities in using ICT.
- 7.3 Having an Acceptable Use Policy in relation to the use of technology (including mobile phones and photographic equipment) in the school and which contains the detail of how we will achieve e-security and promote e-safety. All staff to sign annually.
- 7.4 Conducting, through the SAFs Board of Directors, an annual review of the school's Acceptable Use Policy.
- 7.5 ICT Subject Leader to ensure that the school's internet connection and any system connected to it, is filtered using a filtering system which is accredited to current approved standards thus ensuring inappropriate content of whatever nature is blocked (including racist, discriminatory and hate material, material which promotes violence or attacks on individuals or institutions on the basis of disability, race, religion/belief, gender, gender reassignment or sexual orientation grounds).
- 7.6 Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords. (See Acceptable Use Policy - AUP)
- 7.7 Making staff and pupils/students aware that all school ICT activity and on-line communications may be monitored, including any personal and private communications made via the school network. (See AUP)
- 7.8 Conducting an annual assessment of information risks, which will be reported to the Local Governing Body. (See AUP)
- 7.9 Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
- 7.10 Establishing an incident reporting procedure and recording reported incidents in an Incident Log (in Line with Local Authority Guidance *e-Safeguarding: Creating Working procedures in Schools (2009)*). The Incident Log shall be formally reviewed and any outstanding actions delegated, by the Senior Leadership Team at a minimum frequency

of once per term. Through this review process, management shall update the risk assessment in light of new incidents as appropriate.

- 7.11 Carrying out, through The Local Governing Body, an annual review of this Incident Log and accompanying action plans.

8. We will monitor and review our safeguarding and child protection practices and procedures in line with this policy by:

- 7.1 Ensuring accountability by placing ultimate responsibility for safeguarding, child protection and this policy with the SAF Board of Directors and responsibility for the implementation of this policy with the Head of School.
- 7.2 Ensuring that the Designated Governor for Safeguarding and child protection has regular meetings with the Designated Member of Staff for Child Protection, in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development. This will happen as required or in any case, as a minimum, once every term.
- 7.3 Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.
- 7.4 Reviewing this policy on an annual basis.

I acknowledge receipt of this Child Protection (CP) and Safeguarding Policy and have read and understood its contents.

Name: _____

School/Position:

Signed: _____

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|----------------------------|--|
| Legal Status | Statutory |
| Approved by | SAF Board |
| Date | March 2017 |
| Next review | March 2018 |
| Further information | Tracy McDonagh Governance & School Relationship Manager |

Appendix 1

First Aid and Administration of Medication

It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

Health and Safety legislation places duties on all employers to ensure appropriate health and safety policies are in place and an appropriate person is appointed to take charge of first aid arrangements. Therefore, all schools must have trained first aiders/appointed persons. Appropriate regard should be paid to current guidance:

- Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England, DfE Sept 2014
- DfE guidance for first aid in schools 2014

Pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should be established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate (and with the permission of the parents or carers as necessary) be encouraged to self administer medication or treatment including, for example any ointment, use of inhalers. Where possible the view of the relevant GP should be obtained.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the appropriate senior colleagues at the earliest opportunity. All administrations of medicine should be recorded. When administering first aid, staff should try to ensure that another adult is present or aware of the action being taken. Parents or carers should always be informed when first aid has been administered.

This means that schools should:

- Ensure there are trained and named individuals to undertake first aid responsibilities.
- Ensure training is annually monitored and updated.
- Always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication.
- Ensure that staff are given clear guidance through training to understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention.
- Ensure that all information given to parents or carers is logged on the child's file.

This means that staff/adults should:

- Adhere to the school's safety policy (and policy for administering first aid or medication).
- Adhere to the school's intimate care policy.
- Make other staff aware of the task being undertaken.
- Comply with the necessary reporting requirements.
- Report and record any administration of first aid or training.
- Always act and be seen to act in the child's best interest.
- Ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.
- Explain to the child what is happening.

- Have regard to any health plan which is in place or report any concerns to the Designated Person ***Mrs Corinne Royden***

Appendix 2

A formal Local Authority Escalation Procedure *Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2015)* is available on the LSCB website and should be consulted in the event of professional disagreements. However, some general principles are shown below.

If you feel that a decision made by another professional leaves a child at risk of harm:

- Articulate your views;
- Ensure that the fact that you do disagree with the decision is recorded in writing; both by you and where possible on relevant case papers held by other professionals involved;
- Ask for the other professional to provide written confirmation of their decision and their reasons for it/
- Discuss the case with a fellow safeguarding professional, (whilst taking care to observe the bounds of confidentiality) this may help to clarify matters and identify the best way forward.
- Don't be afraid to challenge the decision but be ready to justify your reasons and where possible support with evidence (Record details in writing);
- Where the threshold for significant harm has either not been met or is no longer being met, continue to refer new information around risks or concerns which come to light. New information may alter the level of identifiable risk and tip the balance in favour of intervention;
- If you believe that a decision made by another professional exposes a child to risk/continuing risk of significant harm **NEVER DO NOTHING!** That you should challenge is not just 'ok'; it's expected.

In line with *Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2015)*, the usual protocol is that where matters are escalated, discussions take place between individuals of similar levels of seniority. Therefore, it might be that representations are made by a more senior member of staff on behalf of the Designated Person, for example, the Head of School.

**Appendix 3
Chronology Template**

In the front of the child protection file should be a 'chronology'. This is like a diary which lists in chronological order each relevant event & includes details such as date, time, name of person involved/spoken to, rationale for decision making and paperwork generated (see example below).

Sample Chronology Template

| Time/Date | Event (A brief overview of the event but should include the names of those spoken to/involved) | Outcomes/ actions carried forward, rationale for decisions made (particularly around information sharing) or general comments | Records/ paper work generated | Entry made by (print name) |
|------------------|--|--|--------------------------------------|--------------------------------------|
| | | | | |

Appendix 4

Equality & Diversity Issues in Safeguarding & Child Protection

This appendix highlights how equality and diversity issues and characteristics can impact on the safety and well being of pupils.

General/Factors to consider

- Communication difficulties may exist as a result of language barriers, physical & learning disability or age. Children and young people with communication difficulties may not easily be able to let someone know that they are being abused.
- Some Ethnic Minority families are less likely to understand the role of Social Services, often because of language or cultural differences.
- The personal care or behaviour management of a child with disabilities may leave some families more vulnerable to accusations of abuse. Some practices, such as personal care, medical interventions, or restraint may be seen to be abusive.
- Parents and carers with a disability / health issue (including learning disabilities, mental health and addiction problems) may be unfairly viewed as less able to care for their children.
- Parents in same – sex relationships may have concerns that their sexual orientation will be seen as a risk factor for their child.
- An Ofsted evaluation of serious case reviews April 2008 to March 2009 concluded that issues of disability often masked child protection concerns and that in half of cases involving children with disabilities, there was a failure to recognise the increased vulnerability of disabled children, for example to child sex abuse.
- Children who grow up in poverty are less likely to get qualifications or go on to higher education, and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, therefore poorer, therefore less healthy and probably less likely to participate in civic activity. The kinds of people who are less likely to be employed are also more likely to be involved in crime, to have shorter life-spans and to have less fulfilling family lives. Whole families can be locked into cycles of deprivation.
- Racial harassment is often not seen as a child protection issue or as a factor in neighbours maliciously reporting concerns.
- Women are more likely to report, consult for and be diagnosed with depression and anxiety.
- Boys are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty (BESD).
- It is possible that depression and anxiety are under-diagnosed in men. Suicide is more common in men.
- All forms of substance abuse are more common in men.
- Alcohol disorders are twice as common in men, although binge drinking is increasing at a faster rate among young women.

- Incidence rates of most sexually transmitted infections are rising, with the increase being greater in women than men.
- An estimated 66,000 women living in the UK have undergone female genital mutilation and 21,000 girls under 16 are currently at risk. (HO & WRC)
- In 2008 the Forced Marriage Unit received over 1600 calls to its helpline on suspected incidences of forced marriage. (HO)

Bullying & Discrimination

- Studies claim that at least **16 children commit suicide as a direct result of bullying** in the UK **every year**.
- In an Ofsted analysis of serious case reviews (April 2008 – March 2009) **10 out of the 25** children who died in the 11+ age group, committed suicide.
- There is a need to **educate children** about diversity from lower school level and to **teach young children not to stereotype and to respect differences**.
- Eight out of ten children with learning disabilities have been bullied at school and six out of ten have been physically hurt.
- Disabled children and those with visible medical conditions can be twice as likely as their peers to become targets for bullying behaviour.
- Over 75% of 11-12 year old boys think it is acceptable that women get hit if they make men angry. More boys than girls of all ages believe that some women deserve to be hit.
- Close to 10,000 women are sexually assaulted and 2,000 women are raped every week. (British Crime Survey 2008)
- At least 32% of children, mostly girls, experience some form of child sexual abuse. (HO)
- Gypsy and Traveller children experience racist abuse on a daily basis (e.g. "dirty pikey") at school and in other settings, from children and adults in the settled community, making them reluctant to attend.
- 98% of young gay people hear the frequent use of homophobic language ("that's so gay", "poof", "dyke", "queer" "bender")
- 50% of teachers fail to respond to the use of homophobic language.
- 30% of lesbian and gay pupils report that adults are responsible for homophobic incidents in their schools
- One third of young lesbian, gay, bisexual or Transgender young people have self harmed
- 6/10 lesbian and gay school children experience homophobic bullying and half of those contemplate killing themselves as a result
- Over three in five young lesbian and gay people feel that there is neither an adult at home nor at school who they can talk to about being gay
- In any school of 1,000 pupils there are likely to be 6 who will have transgender experience at some point in their lives. Transgender people are susceptible to depression and at risk of suicide. 33% of Trans Adults in the UK attempt suicide at least once. This is considerably higher than the risk in many other groups and should serve to underline that Trans people would not subject themselves to such experiences unless, for them, there was no better option.

Appendix 5

Letter to Contractors

Date

Dear

Safeguarding Guidelines for Contractors

In order to comply with latest OFSTED standards and DFE guidelines it has been necessary to review our current safeguarding procedures in respect of all Contractors working within **Harrold Primary Academy** and Sharnbrook Academy Federation Schools.

The following conditions are required to be met in order to work as a preferred contractor within our schools:

1. Contractors must provide an up to date copy of their Safer Working Policy to the HR Department at **Harrold Primary Academy**.
2. All staff employed or working as sub-contractors for the Contractor should be given a copy of the Safer Working Policy and complete a declaration form which is signed and dated, to confirm they have read and will comply with the policy. Copies of signed documentation should be forwarded to the HR Department at **Harrold Primary Academy**.
3. In the event that a Contractor does not have a Safer Working Policy, they will be issued with the school policy and a declaration form should be signed and dated by all staff employed or working as sub-contractors for the Contractor, to confirm they have read and will comply with the policy. Copies of signed documentation should be forwarded to the HR Department at **Harrold Primary Academy**.
4. The Contractor must provide the HR Department with a list containing names of all employees and sub-contractors, together with Photographic ID on the Contractor's headed paper for each listed employee or sub-contractor that will be working within **Harrold Primary Academy** or the Sharnbrook Academy Federation Schools, at least 20 days before they start work on site.
5. It is the responsibility of the Contractor to notify the HR Department at **Harrold Primary Academy** of any staff changes on an on-going basis and provide copies of the appropriate documentation prior to them working within the school and the Sharnbrook Academy Federation Schools, at least 20 days before they start work.
6. All staff employed or working as sub-contractors for the Contractor should have Enhanced DBS clearance. In the event that a Contractor does not have the facility to obtain DBS clearance, the HR Department will be able to advise on how these can be obtained.

7. The Contractor must supply the HR Department with written confirmation that the staff they employ have had a satisfactory Enhanced DBS check. (A template letter is attached which may be used by the Contractor). Copies of the disclosure are not required. Without this information the HR Department will assume that a check has not been completed.
8. Contractors must ensure that a new Disclosure and Barring Service check is undertaken every three years.
9. In exceptional circumstances, where 20 days' notice has not been given, a Contractor can start work, however, the Contractor would need to be able to evidence that all reasonable efforts have been taken to provide the HR Department with the required information.
10. To enable contractors to meet these requirements, it is suggested that Contractors have a pool of staff that have been DBS checked to use on contracts within the Sharnbrook Academy Federation schools.
11. If the Contractor is unable to provide a DBS checked employee (eg for emergency repairs, etc), then the Contractor must notify the HR Department in advance of assigning a DBS non-vetted individual to the contract. The contractor must receive approval from the HR Department before committing such an employee to the contract so that the required safeguards can be put in place. In such cases the Contractor will have been checked against the Barred List to ensure they are not exempt from working with children. These checks can be made through the HR Department at **Harrold Primary Academy** if required.
12. To safeguard themselves, contract staff should not agree to work unsupervised if they have not been DBS checked.
13. If a Contractor wishes to assign an employee who has received a positive DBS that discloses a criminal background or history, to an Academy Federation contract, they must refer the matter to the school Contract Manager/HR Department for consideration and await their decision and confirmation given in writing prior to the Contractor starting work, that they are cleared to work on the contract.
14. Contractors must supply contract staff with a company identify card which should, as a minimum, contain the following information:
 - I. Full name
 - II. A statement confirming the individual has been DBS checked
 - III. Photo (or individual should have photo ID on their person to verify identity)
15. Contractors must clearly display their identity card at all times. Failure to display an identity card may result in the contract staff not being able to work on that day.
16. The school Contract Manager will inspect the Identity Card, and if required, supporting photo identification of Contractors and Sub Contractors before they commence work. In the event that a Contractor presents for work without an Identity Card or confirmation that a satisfactory DBS check has been completed, the school Contract Manager will complete a risk assessment to determine whether the contractor can carry out their duties and ensure that the individual does not have unsupervised contact with children.

17. Records will be retained by the HR Department for the duration of the contract and confidentially disposed of when the contract terminates.

A member of our HR Team will be contacting you during the next few weeks to discuss the above and I would appreciate your assistance in providing the relevant documentation for them as soon as possible.

Please let me know if you have any queries.

Kind regards,

Mrs Corinne Royden
Principal
Harrold Primary Academy

Appendix 6
Volunteer Application Form



VOLUNTEER APPLICATION FORM

The Sharnbrook Academy Federation Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

APPLICANT'S PERSONAL DETAILS

| | |
|--|---|
| Surname | |
| First Name(s) | |
| Title (select as appropriate) | Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/> Other <input type="checkbox"/> |
| Maiden name or previous names | |
| Address | |
| Email Address | |
| Correspondence Address (If different from above) | |
| Daytime telephone number | |
| Mobile number | |
| Home phone number | |

DRIVING LICENCE

| | |
|---|--|
| <i>Only answer if a full driving licence is required for the role :</i> | |
| Do you hold a current Driving Licence? (select as appropriate) | YES <input type="checkbox"/> <input type="checkbox"/> NO |
| If YES, please state the type of licence you hold. | |
| Do you have any current endorsements? (select as applicable) | YES <input type="checkbox"/> <input type="checkbox"/> NO |
| If YES, please specify: | |

WHY ARE YOU APPLYING FOR VOLUNTARY WORK WITHIN THE SHARNBROOK ACADEMY FEDERATION SCHOOLS?

Please mention any skills or experience that you bring to the role, and explain what you want to achieve from volunteering.

REFERENCES:

Please provide two references, one employment reference and one character reference. Please let your referees know that we may contact them.

| EMPLOYMENT REFEREE | |
|---------------------------|--|
| Name | |
| Address | |
| Telephone No. | |
| Occupation | |
| Email Address | |

| CHARACTER REFEREE (This cannot be a relative) | |
|--|--|
| Name | |
| Address | |
| Telephone No. | |
| Occupation | |
| Email Address | |

SAFEGUARDING VULNERABLE GROUPS ACT 2006 as amended (in particular, by the Protection of Freedoms Act 2012).

| | | |
|---|------------------------------|-----------------------------|
| Have you ever been the subject of any allegations in relation to the safety and welfare of children, young people and/or vulnerable adults, either substantiated or unsubstantiated? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If you have answered YES to the above question, you must supply details on a separate sheet of paper, place it in a sealed envelope marked confidential and attach it to your application form. | | |

| | | |
|------------------------------------|------------------------------|-----------------------------|
| I have attached details requested. | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
|------------------------------------|------------------------------|-----------------------------|

Please note that it is a criminal offence for a person that has been barred from working with children and young people to work or volunteer in a school.

REHABILITATION OF OFFENDERS ACT 1974

Please note that for any role in a school, **you must declare any convictions (including bind over cautions)** regardless of whether or not they would be considered “spent” in other circumstances.

| | | |
|---|------------------------------|-----------------------------|
| Have you ever been convicted of a criminal offence? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| Are there any alleged offences outstanding against you? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If you have answered YES to either of the questions above, please give details below or, if you prefer, attach details in a sealed envelope marked “strictly confidential”. | | |
| | | |

DECLARATION

| | |
|--|--------------------------|
| I declare that the information given on this application form is true and correct. | |
| Signed | |
| Date | |
| Print Name | |
| <i>If this form has been completed electronically, please place an X in this box to indicate your consent. →</i> | <input type="checkbox"/> |

HOW TO RETURN YOUR FORM

Please return your completed application form to:

**Mrs Kim Loi, Office Manager, Harrold Primary Academy
The Green, Harrold, Beds Mk43 7DB**

Appendix 7



Student Name:.....

Year Group:.... **Date of Disclosure:**..... **Time of Disclosure:**.....

Have you made it clear to the pupil that you have to share this information? Yes No

| | | |
|---|-----------------------|---------------------------|
| Student Address: | Parent/Carer Address: | Parent/Carer details: |
| | | Name: Contact No.: |
| Who was the disclosure made to? | | |
| Where was the disclosure made? | | |
| Who was present during the disclosure? | | |
| What happened prior to the disclosure? (background detail) | | |
| List exactly what was said? | | |
| (continue overleaf) | | |

Date form completed:.....

Time form completed:.....

Signature:.....

Print Name:.....

Once completed this form must be hand delivered to the Designated Safeguarding Person, *Harrold Primary Academy*

Appendix 8

The latest version of the DfE's statutory safeguarding guidance for schools, Keeping Children Safe in Education, came into force in September 2016. The main updates are listed below:

The main changes to the guidance, introduced in the new version, are:

- A greater emphasis on the role *all* staff play in safeguarding
- More information on 'early help'
- A requirement for staff to receive regular safeguarding updates at least annually
- Information on the difference between a 'concern' about a child and a child in 'immediate danger or at risk of harm', and the actions to be taken in each situation
- Clarification of the role of the designated safeguarding lead, including on cover for the role and updating knowledge and skills
- A requirement to ensure appropriate internet filters and monitoring systems are in place
- A requirement to teach pupils about safeguarding, including online safety
- More guidance on peer-on-peer abuse
- Updates to requirements for safer recruitment checks
- Information on 'honour-based' violence

BASIC CHILD PROTECTION HANDBOOK



INDIVIDUAL RESPONSIBILITY AND THE ROLE OF THE DESIGNATED PERSON

All teachers, support staff and governors of a school have a duty to follow child protection procedures.

Every establishment will have at least one designated person who takes responsibility for the overview of child protection cases. Because of the 'jigsaw' nature of child protection work, it is important that the designated person can keep clear up-to-date records and be able to co-ordinate the information that is received from staff and other sources. Confidentiality is important and fine judgements are necessary in many cases to assess what the staff as a whole need to know and what needs to be kept confidential for the sake of the child and the family.

Generally, referrals to Social Care will be made by the designated person using the inter-agency referral forms.

All staff need to know:

2. The designated person in my establishment is: ***Mrs Corinne Royden***

If the designated person is unavailable I can go to: ***Mrs Suzanne Payne***

The child protection procedures and Child Protection Policy 2016 electronically: ***Child Protection Policy 2016***

Cause For Concern Forms are located: ***The Staff Room***

The inter-agency referral form is kept: ***By the designated staff for Child Protection***

The Whistle-Blowing Policy is available ***<http://www.saf.org.uk/about-us/school-policies/>***

The designated Governor for Child Protection is: ***Mrs Jane Charsley / Mr Anthony Bennett***

SIGNIFICANT HARM

Harm is defined in the **Children Act 1989** as ill treatment or impairment of health or development.

Where there is 'reasonable cause' to suspect significant harm, the Local Authority has a duty to make enquiries. There are no absolute criteria on which to rely when judging what constitutes significant harm.

The severity of ill treatment should be considered - this may include:

- ❑ the degree and extent of physical harm
- ❑ the duration and frequency of abuse and neglect
- ❑ the extent of premeditation, the degree of threat and coercion, sadism and bizarre or unusual elements in sexual abuse

Sometimes a single traumatic event may constitute significant harm, e.g. a violent assault or poisoning.

More often, significant harm is a compilation of significant events both acute or longstanding, which interrupt, change or damage the child's physical and psychological development.

In each case of significant harm it is necessary to consider any ill-treatment alongside the family's strengths and supports.

A child who is at risk of significant harm can be placed on the child protection register under the following categories:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- The Keeping Children Safe in Education September 2016 Guidance also highlights Peer-to-Peer abuse as a fifth category

DEFINITIONS OF ABUSE FOR REGISTRATION

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. It may involve the neglect of/or unresponsiveness to a child's basic emotional needs. Neglect may involve the parent/carer failing to:

- provide adequate food, shelter and/or clothing
- protect a child from physical harm or danger
- ensure access to appropriate medical care or treatment

Physical Abuse may involve:

- hitting, shaking, throwing, poisoning, burning/scalding, drowning or suffocation, feigning the symptoms of ill health in a child and/or deliberately causing the ill health of a child (known as Fabricated and Induced Illness (FII))/Female Genital Mutilation (FGM)
or
- in any other way causing physical harm to a child

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may include:

- physical contact, including penetrative acts (e.g. rape, buggery)
- non-penetrative acts such as:
 - involving children in looking at, or in the production of, pornographic material
 - watching sexual activities
 - encouraging children to behave in sexually inappropriate ways
 - Child Sexual exploitation (CSE)

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are:

- worthless, unloved, inadequate, loved only in so far as they meet another person's needs
- it may also feature: age or developmentally inappropriate expectations being imposed, the corruption of children

NB: Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

These categories do not tie in exactly with legal definitions of 'significant harm' which may be used in Court proceedings, e.g. 'sexual abuse' is not defined in the Children Act. Where there is a difference in interpretation, the Courts' definition will be used.

SIGNS AND SYMPTOMS OF ABUSE

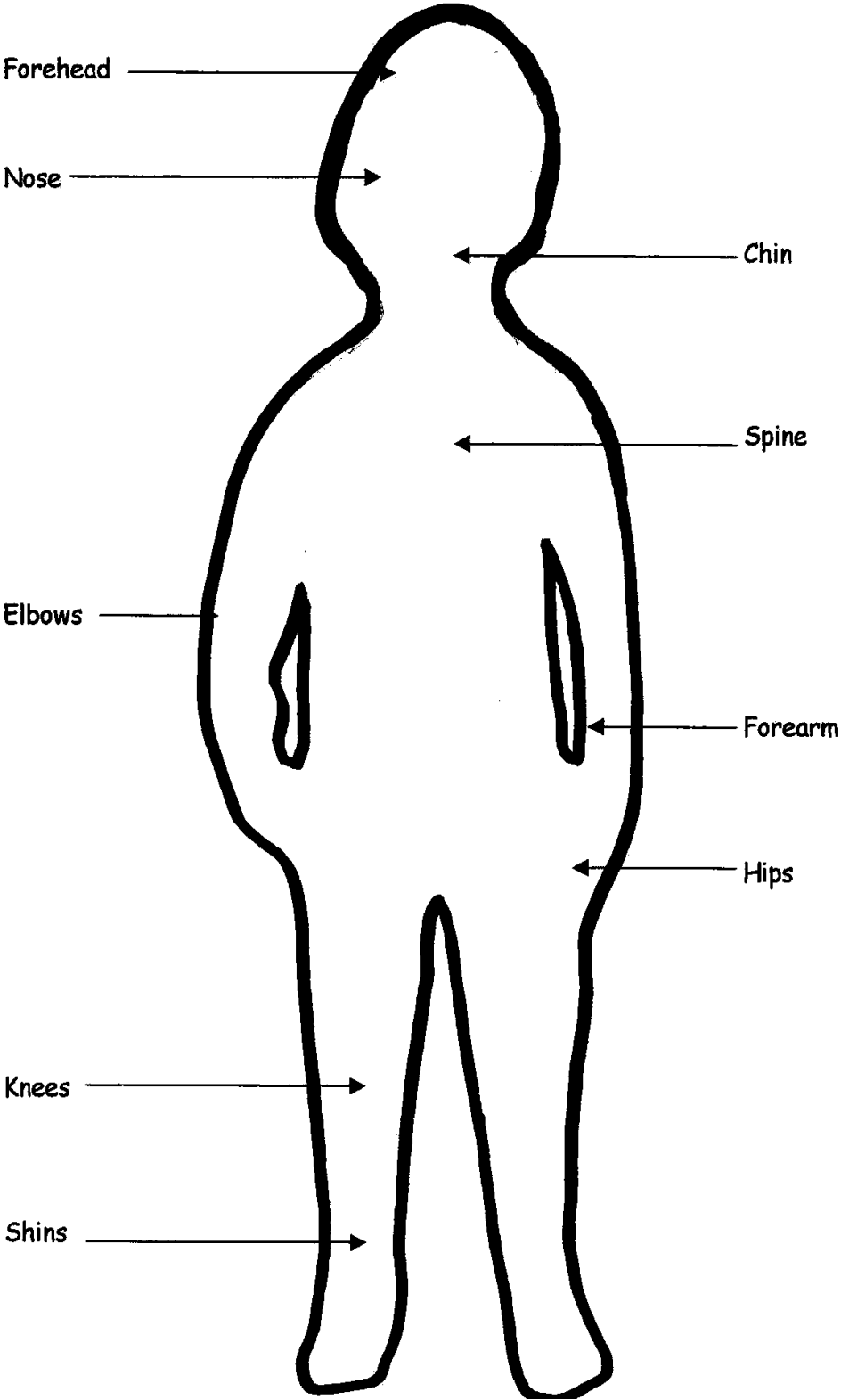
Possible signs of neglect:

- ❑ constant hunger
- ❑ poor personal hygiene
- ❑ inappropriate clothing
- ❑ frequent lateness or non-attendance at school
- ❑ untreated medical problems
- ❑ low self-esteem
- ❑ poor social relationships
- ❑ compulsive stealing and scrounging
- ❑ constant tiredness

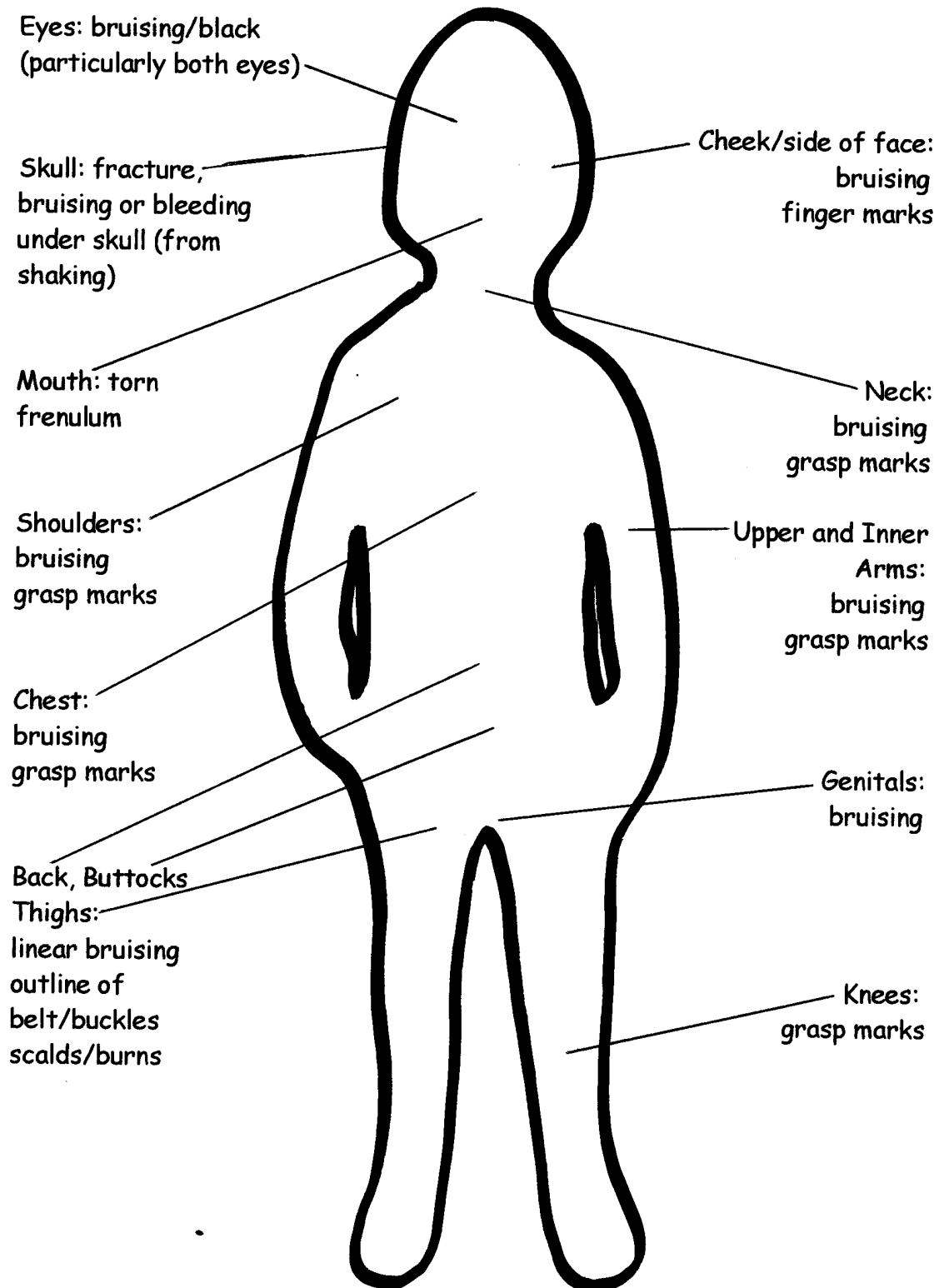
Possible signs of physical abuse:

- ❑ unexplained injuries or burns, particularly if they are current
- ❑ refusal to discuss injuries
- ❑ improbable explanations for injuries
- ❑ untreated injuries or lingering illness not attended to
- ❑ admission of punishment which appears excessive
- ❑ shrinking from physical contact
- ❑ fear of returning home or of parents being contacted
- ❑ fear of undressing
- ❑ aggression/bullying
- ❑ over compliant behaviour or a 'watchful attitude'
- ❑ running away
- ❑ significant changes in behaviour without explanation
- ❑ deterioration in work
- ❑ unexplained pattern of absences which may serve to hide bruises or other physical injuries

COMMON SITES FOR ACCIDENTAL INJURY



COMMON SITES FOR NON-ACCIDENTAL INJURY



SIGNS AND SYMPTOMS OF ABUSE

Possible signs of sexual abuse:

- ❑ bruises, scratches, burns or bite marks on the body
- ❑ scratches, abrasions or persistent infections in the anal or genital regions
- ❑ pregnancy - particularly in the case of young adolescents who are evasive concerning the identity of the father
- ❑ sexual awareness inappropriate to the child's age - shown, for example, in drawings, vocabulary, games and so on
- ❑ frequent public masturbation
- ❑ attempts to teach other children about sexual activity
- ❑ refusing to stay with certain people or go to certain places
- ❑ aggressiveness, anger, anxiety, tearfulness
- ❑ withdrawal from friends

Possible signs in older children:

- ❑ promiscuity, prostitution, provocative sexual behaviour
- ❑ self-injury, self-destructive behaviour, suicide attempts
- ❑ eating disorders
- ❑ tiredness, lethargy, listlessness
- ❑ over-compliant behaviour
- ❑ sleep disturbances
- ❑ unexplained gift of money
- ❑ depression
- ❑ changes in behaviour

SIGNS AND SYMPTOMS OF ABUSE

Possible signs of emotional abuse:

- ❑ continual self-depreciation
- ❑ fear of new situations
- ❑ inappropriate emotional responses to painful situations
- ❑ self-harm or mutilation
- ❑ compulsive stealing/scrounging
- ❑ drug/solvent abuse
- ❑ 'neurotic' behaviour - obsessive rocking, thumb-sucking, and so on
- ❑ air of detachment - 'don't care' attitude
- ❑ social isolation - does not join in and has few friends
- ❑ desperate attention seeking behaviour
- ❑ eating problems, including over-eating and lack of appetite
- ❑ depression, withdrawal

Responses to emotional abuse:

- ❑ lack of sense of fun - feel vulnerable and isolated with peers, no trust of others, emotionally remote or self-absorbed for periods
- ❑ no self-worth - set up for failure with impossible targets, inability to trust or accept praise
- ❑ learning difficulties - lack of confidence leads to inability to explore, poor concentration, no pride in achievement, so not worth bothering
- ❑ global development delay - especially in speech (small children) stereotypic behaviours: head-banging, rocking, picking
- ❑ care of others - selflessness to point of sacrifice, parenting role reversed
- ❑ over-anxiety - watchful, looking for signals of trouble, compulsive rituals, checking out every action
- ❑ unusual patterns of empathy - enraged or bewildered by distress in other

RECORD-KEEPING

Best practice for all staff

Not all child protection information results in a referral - small pieces of information may not be significant on their own, but can help to contribute to a 'jigsaw' picture of abuse.

All staff should:

- make a record of all information and their concerns
- include 'nagging doubts' and 'hearsay'
- pass the information onto the designated teacher

How notes should be made

Notes may be word processed (but not saved on disc or hard disc) or handwritten. Include the following:

- date of the incident
- date and time of the record being made
- name and date of birth of the child(ren) concerned
- a factual account of what happened (verbatim reports from the child if possible)
- a note of any other people involved, e.g. as witnesses
- action taken and any further plans, e.g. monitor and review
- printed name of the person making the record
- job title of the person making the record
- signature

Some useful points about record-keeping procedures

- Identify the source of the information, e.g. 'Mrs Smith, a midday supervisor, informed me that...' or 'I saw Fred on the school field at break time ...'
- Information should be factual or based on fact.
Record what you saw, heard etc. and try to be specific, e.g. 'Jane was crying and rocking' rather than 'Jane was upset'.
- Opinion is okay as long as you can justify it in some way, e.g. 'Becky ran out of the classroom and hid in the toilets when her stepfather arrived. She appeared to be frightened'.

- Make a note of the information and with whom you shared it.
- Avoid specialist jargon, e.g. Jenny scored below 5 on her baseline assessment, which a member of another agency may not understand.

RECEIVING A DISCLOSURE OF ABUSE

- Be:
 - attentive
 - calm
 - reassuring
 - non-judgemental
- Use positive body language.
- Appear to have time.
- Express a willingness to take what the child says seriously.
- Never promise to keep the abuse secret.
- Avoid 'closed' or 'leading' questions - don't ask why or any more than you have to.
- Don't make assumptions about the child's feelings.
- Tell the child s/he is brave and right to tell - and it is not his/her fault.
- Avoid condemning the alleged abuser.
- Avoid promises you are not certain you can keep.
- Explain that s/he will have to tell what's happened to someone else.
- Tell the child what will happen next.

Sources of Reference

Children Missing Education Procedures (2016)

http://bedfordscb.proceduresonline.com/chapters/p_ch_miss_ed.html

Guidance for safer working practice for those working with children and young people in education settings October 2015

<http://www.rreruitment.com/wp-content/uploads/2016/04/Guidance-for-Safer-Working-Practice-October-2015.pdf>

E-Safeguarding: Creating Working procedures in Schools (2009) (Available via the Learning Platform) & http://www.northerngrid.org/nen/esg_audit/document.pdf

Keeping children safe in education Statutory guidance for schools and colleges September 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Keeping children safe in education Statutory guidance for school and college staff Part 1: September 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

LCSB Information Sharing Protocol

http://bedfordscb.proceduresonline.com/pdfs/info_sharing_pr.pdf

LCSB Inter Agency Child Protection Procedures

<http://bedfordscb.proceduresonline.com/index.htm>

Learning lessons from serious case reviews: year 2; Ofsted (2009)

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Learning-lessons-from-serious-case-reviews-year-2>

Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns. (2015)

http://bedfordscb.proceduresonline.com/chapters/p_reolution_disagree.html#proce_escalation

What to do if you're worried a child is being abused Advice for practitioners (March 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working Together to Safeguard Children (2015)

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

LSCB website

<http://bedfordscb.proceduresonline.com/chapters/contents.html>

gives useful guidance on a large number of areas including:

A. Safeguarding Children from Sexual Abuse

- Safeguarding Children from Child Sexual Exploitation
- Assessing Children and Families affected by Adults Viewing Child Sexual Abuse Images on the Internet: Practice Guidance
- Children and Young People with Harmful Sexual Behaviours
- Guidance for Professionals Working with Sexually Active Young People under the age of 18 in Bedford Borough Central Bedfordshire and Luton (Including Risk Assessment)
- Young People who post Self-Taken Images: ACPO Guidance

B. Children in Specific Circumstances

- Forced Marriage
- So Called 'Honour' Based Abuse
- Private Fostering Policy
- Unaccompanied Asylum Seeking Children: East of England Protocol
- Safeguarding Children who may have been
- Safeguarding Children who Run Away and Go Missing from Home and Care
- Children Missing from Education
- Fabricated and Induced Illness/Disorders in Children
- Female Genital Mutilation
- Safeguarding Children in Faith Settings
- Safeguarding Children Vulnerable to Gang Activity
- E-Safety: Children Exposed to Abuse through the Digital Media
- Children Visiting Prisons
- Safeguarding Individuals Against Radicalisation or Violent Extremism: Practice Guidance
- Neglect
- RSPCA, Social Care and Police Referral Protocol
- Safeguarding Children from Dangerous Dogs: Practitioner Guidance

Sharnbrook Academy Federation Schools – Useful Contacts

- Harrold Primary Academy (Mrs C Royden – Academy Principal) - 01234 720312
- Lincroft Academy (Miss S Whitelock- Safeguarding Officer) – 01234 822147
- Great Ouse Primary Academy (Mr P Ives – Academy Principal /Mrs S Sharpe – Safeguarding Officer) – 01234 907890
- Oakley Primary Academy (Mrs S Litchfield – Academy Principal) – 01234 822104
- Sharnbrook Academy (Mrs J Luya – Safeguarding Officer) – 01234 782211
- Governance & School Relationship Manager – Tracy McDonagh – 01234 907890 or email tmcdonagh@saf.org.uk

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

