



Sutton Oak C.E Primary School

Goodban Street, Sutton, St Helens, WA9 3QD

Safeguarding

November 2017



Believe, Achieve and Grow Together

Introduction

Developing a Whole School Policy on Safeguarding Children

This document concerns the duties that Sutton Oak CE Primary School has to safeguard and promote the welfare of children. It is informed by The Education Act (2002), which was implemented on 1 June 2004.

Section 175 is underpinned by the DfES Guidance "Safeguarding Children in Education" issued on 6 September 2004 for immediate effect.

Detailed information regarding safeguarding is available on the website www.sthelenslscb.org.uk

"Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school"

Taken from "Safeguarding Children In Education"

This policy draws upon good practice within the Local Safeguarding Children Board - LSCB which are commensurate with the Guidance document "Working Together to Safeguard Children" This guidance document states that all education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting;
- Promote safe practice and challenge poor or unsafe practice;
- Identify instances in which there are grounds for concern about a child / young person's welfare and take appropriate action to keep children / young people safe;
- Contribute to effective partnership working between all those involved with providing services for children.

Taken from "Safeguarding Children In Education"

- Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person.
- Development includes physical, intellectual, emotional, social or behavioural development.
- Health includes physical and mental health.
- Ill-treatment includes sexual abuse and other forms of ill – treatment that are not physical. This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.

This policy applies to all teaching, non-teaching, school governors and volunteer staff.

2. The purpose of a safeguarding policy

2.1

Our whole school safeguarding policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy also makes explicit the school's commitment to the development of good practice and sound internal school procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

2.2

"The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance."

2.3

There are three main elements to our Safeguarding Policy'.

- 1. Prevention** - Caring relationships with children, parents, carers and families will begin to be built on from Foundation Stage and are built on mutual trust and respect. Foundation stage staff carry out home visits to develop partnerships with parents and get to know the child on his / her known territory. (Foundation stage policy.) Staff throughout the school meet with parents on a regular basis to discuss concerns and parents are welcome at all other times to make an appointment if they need to speak to a member of staff. Attendance is vital and school works closely with the Education Welfare Officer and operates a first day contact system in the case of unexplained absence from school. The Education Welfare Officer or Head Teacher and Pastoral Manager visit the homes of children if there is a concern. (See the School Attendance Policy for all procedures used.)
- 2. Protection-** At Sutton Oak CE Primary School we ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. There are identified key workers across school. Staff are trained at a basic level in safeguarding and are made aware of the need to be observant and to monitor the children in their care i.e. to notice changes in appearance and behaviour, patterns of absence etc. Staff are aware of the need to respond appropriately and sensitively to safeguarding concerns. The safeguarding flowchart and continuum of need is displayed in the general office, staff room, Headteacher's office and on the parent advice board in the entrance. All Teachers have access to a copy of the guidance material, Working Together to Safeguard Children.
- 3. Support** - Children have the opportunity throughout the day to talk to adults in school – teacher, midday supervisors, and classroom and welfare assistants. There is a Thought Box available in the Pastoral Support Room and school councillors regularly feedback the views of children in each year group to ensure that children feel that they have a voice and are listened to. Informal support is

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offered to parents / carers through coffee mornings, parents' courses and information evenings. Information relating to community services is displayed on the parents' board. Children have accessed training in supporting their peers through such schemes as activity leaders and peer mentoring. Adults who have been involved in any part of a safeguarding issue will be offered support and, if appropriate, support from outside agencies will be sought.

3 School Commitment

'We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of, or suffering from abuse.'

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSHE / Citizenship which equip children with the skills they need to stay safe from abuse, different forms of harassment and bullying and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. The school will provide opportunities for pupils to develop their communication skills and to listen to their concerns for example through planned worship time, RE lessons, school council meetings and peer listening activities.
- d) Sutton Oak CE Primary School has implemented the Learning Challenge Curriculum, which is designed to link together critical elements in teaching and learning, curriculum and assessment. This
 - is planned around the distinctive needs of our children
 - is enquiry based to promote curiosity
 - is outcomes driven to raise standards
 - embeds the application of basic skills
 - integrates empowering learning through learning to learn skills which help to develop independent enquirers, team workers, resourceful thinkers, self managers, effective participators
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4 Framework

'Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.' (Working Together to Safeguard Children, 2006).

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Safeguarding is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board.

The LSCB is made up of representatives from a number of agencies including health, children social care, probation and the police. The LSCB website contains:

- Definitions of abuse and indicators
- Procedures for Safeguarding and multi agency working including relevant contacts
- Advice on good practice and policy making
- Pro- formas for referral and record keeping.

5 Roles and Responsibilities

All adults working with, or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under Safeguarding procedures.

The **Headteacher, Deputy Headteacher and the Pastoral Manager** are the designated safeguarding persons (DSPs). The roles and responsibilities of the DSP is

1. To be fully conversant with the Local Authority and School Safeguarding Procedure
2. To provide all staff with advice in regard to safeguarding
3. To ensure that appropriate action is taken in school and that the correct procedures are followed in all cases of suspected / actual abuse
4. To maintain a record of pupils in school who are on the child protection plans and keep this updated as notification is received. To liaise with the Education Welfare Officer, school nurse, other professionals as appropriate to ensure that these children are monitored.
5. To maintain records within the school about those children whose safety and welfare are causing concern.
6. To attend / participate in child protection conferences, core group meetings, child in need meetings as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends. In the rare occasion of no such person being able to attend, then to provide a report to conference from school.
7. To inform the Children and Young People's Services Safeguarding Children unit in writing using the LA pro forma when a child on the CPR leaves the school and to inform the new school of the child's status on the register, transferring files wherever possible.
8. To organise and monitor training / information as appropriate for all staff. To be trained personally at a single and multi agency level and to undertake refresher training as necessary. To attend LA cluster meetings/trainings on a termly basis. To hold safeguarding induction sessions for new staff and volunteers working across school. To refresh volunteers and all staff on initiatives and developments as the need arises.

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9. To ensure that the curriculum offers opportunities for raising pupils awareness and for developing strategies for their protection.
10. To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils.

The role of the Senior Leadership Team

It is recognised that as Safeguarding is a shared responsibility at multi agency level, so it is within school. The DSPs will share decisions with the the Senior Leadership Team. If the DSPs are not available then a member of the SLT should be consulted about any concern. In the unlikely event of a member of the SLT being unavailable or if a course of action is unclear then the LA child protection Officer, or the Local Authority Adult and Childrens Services Contact Centre should be contacted(01744 676600).

The role of the Governing Body

The Governing Body are aware of their role in overseeing the school's arrangement for safeguarding. They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay. They will review all safeguarding structures annually.

The Governing Body will nominate a named Governor to support the safeguarding system at **Sutton Oak CE Primary School**.

The Role of the named Governor

The named Governor will:

- Support the school in safeguarding children
- Support the staff in ensuring child safety
- Foster links between the Governing Body and the school
- Support the Governing Body in carrying out its statutory duties

The above will be met through:

- Discussions with staff and Governors about how the school ensures robust procedures are in place. Safeguarding developments are included in the termly head teacher's report and newsletters.
- Attending safeguarding training led by the school and external agencies (training in safeguarding is held each year by the school)
- Liaising with the named member of staff in school on a regular basis (at least half termly) and providing feedback from such meetings for all Governors
- Receiving, and feeding back on, monitoring reports from the Designated Safeguarding Person, detailing the number and type of incidents recorded in school
- Ensuring the Safeguarding Policy is reviewed and monitored annually
- Ensuring that staff and Governors receive relevant training
- Ensuring sufficient time and resources are allocated to allow the DSPs to fulfil their responsibilities
- Reporting back to the relevant committee or the Governing Body as and when appropriate
- Awareness of the importance of confidentiality

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Governors will not investigate concerns and allegations, ask for information about individual children or cases, act independently or create unnecessary work for staff.

6 Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the LSCB procedure (see appendix 2). The Safeguarding procedure is illustrated in a flow chart. These, and the continuum of children's needs, are displayed in the staff room, the general office, the Head Teacher's office and the parent board in the entrance.

School recognises that it is good practice to inform parents of its decision to refer to social services as the referral is made, as relationships of mutual trust are part of the school's Christian ethos.

However parents may not be contacted if:

1. Informing the parents may put the child at risk of serious harm, or,
2. Informing the parents may jeopardise Childrens Social Care/ Police enquiry or attempt to protect the child.

The reason for the decision needs to be clearly recorded.

7 Information Sharing

Our school recognises that information sharing is key to the Government's goal of delivering better, more efficient services that are coordinated around the needs of the individual. We are aware that it is essential to enable early intervention and preventative work, for safeguarding and promoting welfare and for wider public protection.

There are seven golden rules for information sharing observed at **Sutton Oak CE Primary School**.

1. It should be remembered the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. We must be open and honest with the person, and or family where appropriate, from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice if we are in any doubt, without disclosing the identity of the person where possible.
4. We will seek consent before sharing information where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. We will share information without consent if, in our judgement, a lack of consent can be over ridden in the public interest. We will base our judgements on the facts of the case and will record our rationale for such decisions clearly.

5. We will base our information sharing decisions on considerations of the safety and well being of the person and others who may be affected by their actions.
6. We will ensure that the information that is shared is necessary for the purpose for which it is being shared, and only shared with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.
7. We will keep records of all our decisions and the reasons for them, whether it is to share information or not. If we decide to share information, a record of what was shared, with whom and for what purpose will also be recorded.

See **Appendix 1** Key questions for information sharing.

8 Training and Support

8.1

Our school will ensure that the Headteacher, the Deputy Headteacher, Pastoral Manager and the governing body attend training relevant to their role.

This will include training in procedures to follow, signs to note and appropriate record keeping.

Sutton Oak CE Primary School recognises that it is extremely important that all staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately if an incident should occur.

Refresher training will be available at least every three years for all staff, but bi-annually for designated staff. The demands and difficulties associated with working in this very sensitive area is not ignored, and staff receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.

All staff are trained to recognise and respond to situations where a child may be considered to be at risk. The Headteacher, Deputy Headteacher and Pastoral Manager are the nominated staff who are responsible for the implementation of appropriate procedures. They are part of the network co-ordinated by the Education Directorate's Child Protection Service. These staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this very sensitive area.

Staff will be informed of any changes to current safeguarding issues through staff meetings. Any new governors to the school will automatically be asked to complete training in safeguarding as part of their induction to the role.

The Local Safeguarding Childrens Board provides an Annual Training Programme and Calendar.

www.sthelenslscb.org.uk

8.2

Sutton Oak CE Primary School recognises the need to keep parents informed of Safeguarding Policies and Procedures. The school Safeguarding Policy is shared with all parents. A Parent forum on safeguarding is

held once a year providing parents with the opportunity to seek clarification in procedures, be made aware of support groups available and discuss the shared responsibility for safeguarding children at our school.

9 Professional Confidentiality

9.1

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child.

Confidentiality is respected through:

1. The storage of child protection records in a lockable filing cabinet
2. Ensuring information exchanged between professionals in school/ other agencies is kept between those directly involved with the child / family
3. Ensuring that if a child transfers school, confidential records will be passed on. In the event of the new school not being known, child protection case conference records will be returned to the Childrens Safeguarding Unit in St Helens

It must be remembered however that the child's welfare is paramount and takes precedence over all other considerations. If a child is deemed to be at risk of significant harm, then referrals to Childrens Social care must be made. In the case of disclosure of abuse, staff are advised never to promise a child that they will keep it a secret as this may well inhibit action being taken which would be in the child's best interest.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, must always however, have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

10 Records and Monitoring

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

Staff on a pro forma complete safety/welfare concern forms.

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Blank copies of this pro forma are stored on the staff share file.

Blank Safeguarding/ Child Protection referral forms are stored in the Pastoral Support Room.

The cabinet is locked and only the **Head Teacher, Pastoral Manager and Deputy Head Teacher** are aware of the location of the key.

Children about whom there are concerns are recorded on the vulnerable children register which is updated annually (reviewed termly).

Any staff working with or alongside a child may complete a welfare concern form and inform the DSPs.

When there is a sufficient concern, evidenced by the completion of welfare forms, a referral may be made.

If a child transfers or leaves school, the school should seek to engage with an identified member of staff, with whom concerns may be shared. Child Protection information must be copied and sent under separate cover to new school whilst the child is still under 18. Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

A notification form should be forwarded to the Safeguarding Children Unit.

11 Single Central Record

Holding a single central record is a statutory requirement. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers.

The record is in tabular form and includes

- Names and addresses and dates of birth
- Evidence that all teachers have been checked against list 99
- Evidence that all staff employed since March 2002, who have regular contact with children, have been CRB checked
- Evidence that staff appointed since May 2006 have been CRB checked
- Evidence that supply teachers who work at the school regularly have been checked against list 99 and have a recent CRB check
- Evidence that volunteers, including Governors who have regular contact with children, have CRB checks
- The dates checks were carried out
- Evidence that all teachers have qualified teacher status
- Evidence of permission to work for those who are not nationals of a European Economic Area

12 Attendance at child protection meetings

Case conferences are important meetings when professionals meet to share information formally.

Professionals engaged with the family are invited as are the family. The chair of conference extends an

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invitation to conference to the school. The DSP would attend this meeting and would provide a written report detailing their:

- Involvement with the child and family
- Knowledge of the child's development needs
- Assessment of the capability of the parents to meet the needs of their child within their family and environmental context.

All reports should distinguish between fact, observation, allegation and opinion. When information is provided from another source it should be made clear.

All reports are presented at Conference. If there is to be any delay, the lead social worker should be contacted and made aware as soon as possible.

Where meetings are being held to make decisions about more than one child in a family there should be a report prepared on each child.

13 Supporting pupils at risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. While at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The school will endeavour to support pupils through.

- Positive Behaviour Policy
- Anti-Bullying and Anti-Harassment
- Restraint
- Special Education Needs
- Health and Safety
- Sex and Relationships Education
- Referral to Pastoral Manager
- Referral to other agencies. (i.e., CAMHS, BEST, Young carers)

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

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The Safeguarding Policy should be read in conjunction with other related policies in school.

Students on placement in school are required to read and sign to confirm that they too understand such procedures.

Volunteers, extra curricular club leaders are required to sign a school partnership agreement, which refers to Safeguarding procedures.

14 Procedures to follow if a member of staff is concerned about the welfare or safety of a child

This is in the form of simple flow chart or step-by-step instruction and is written for anyone who works in the school who may have contact with children. (See appendix 2.)

It is displayed in the staff room, general office, Pastoral Support Room and Head Teachers room.

This details who the concern should be reported to, who should be contacted if this person is not available.

15 Procedures to follow when the designated safeguarding person is notified of the concern about the welfare or safety of a child

This flowchart outlines the procedures to be followed by the DSP when Safeguarding concerns are brought to their attention. This is displayed in the general office, the Head teacher's office, **The Pastoral Support Room and staff room.** (See appendix 2)

16 Procedures to follow if an allegation is made against a member of staff

Such allegations should be reported to the Head teacher or in his absence the Deputy Headteacher who will follow recommendations by the LSCB –Procedure for Managing Allegations Against Staff. If the allegation is against the Head Teacher then the member of staff should inform the Deputy Headteacher.

Each member of staff has a copy of the Procedure for Managing Allegations Against People Who Work With Children and Young People and some suggestions to help professionals understand the types of allegations that may be dealt with under these procedures (See Local Safeguarding Childrens Board website)

16.1 Role of the LADO (Local Authority Designated Officer):

The LADO works within Children's Safeguarding Unit and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

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The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

17 Procedure to follow if there is a concern that professionals are not working well together

(See the Local Safeguarding Childrens Board website, for the complete Escalation Procedure Document)

www.sthelenslscb.org.uk

If there is a concern that agencies are not working well together and as a result the child is not making good enough progress and is at risk, then the following procedures should be followed.

In most cases the lead professional should be the first contact-if that is not resolved then contact their manager

In cases involving social care, initial discussion should be with the social worker and followed in writing with a copy being sent to the respective team manager and the LSCB Business Manager. If this does not resolve the problem then the team manager should be contacted by telephone and in writing.

If the issue remains unresolved the operational manager should be contacted. If the issue remains a concern the services manager should be contacted. Once a case has been escalated the respective social worker and/or manager should provide a written reply within seven working days to the professional who has initiated the procedure. A copy of all correspondence and outcomes should be sent to the Safeguarding Service Manager.

18 Monitoring and evaluation of safeguarding at Sutton Oak C.E Primary School

All vulnerable children are identified on a matrix of vulnerability which is colour coded according to needs. Those requiring specific academic support/intervention are identified on an intervention map. Both the intervention map and matrix of vulnerability are reviewed termly and the impact of interventions/support monitored. The Deputy Headteacher tracks progress of all vulnerable children in reading, writing and mathematics and reports trends in attainment of vulnerable groups to the Head teacher and Governing Body in an annual report.

Impact of safeguarding procedures, curriculum and pastoral support is measured through the use of surveys, which are completed, by children, stakeholders and parents on an annual basis. Strengths and areas for future action are identified. Results are shared with staff, children, parents and governors.

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Whole-School Policy on Safeguarding Children

Named staff/personnel with designated responsibility for Safeguarding

Academic Year: 2015/16

Named staff with designated responsibility for safeguarding:

Head teacher: Iwan Williams

Deputy Headteacher: Claire Hill

Pastoral Manager: Amanda Bradshaw

Nominated Governor: Mavis Hyland

Review date for this Policy: November 2018

Revised and adopted by the Governing Body: November 2017

Signed: *Mavis Hyland* (Chair of Governors)

Appendix 1

Key Questions for Information Sharing

If you are asked, or wish, to share information, you must use your professional judgment to decide whether to share or not and what information it is appropriate to share, unless there is a statutory duty or a Court Order to share.

To inform your decision these seven key questions should aid you in ensuring appropriate information sharing takes place.

1. Is there a clear and legitimate purpose for you or your agency to share the information?
2. Does the information enable a living person to be identified?
3. Is the information confidential?
4. If the information is confidential, do you have consent to share?
5. If consent is refused, or there are good reasons not to seek consent to share confidential information, is there a sufficient public interest to share the information?
6. If the decision is to share, are you sharing information appropriately and securely?
7. Have you properly recorded your information sharing decision?

St Helens Multi-Agency LSCB Process for reporting concerns about Children (Under 18)

