



Glaphorn C.E. Primary School

Child Protection and Safeguarding Policy

Reviewed: September 2017

Date of Next Review: September 2018.
ANNUAL REVIEW

Person responsible: Lou Coulthard, Head

Additional Person Responsible: Glenn Fraser, Head at Ketton Primary (RLT)

Governor Responsible: Emma Stephens-Dunn

Shared with staff - 4th September 2017

Reviewed by full Governing Body - 10th October 2017

Signed by Julia Hart, Chair of Governing Body:

Date: 10th October 2017

Based on the Northamptonshire County Council Safeguarding and Child Protection Model Policy 2015 and updates 2016. A record of this policy is available in the school file that is kept in the office for access for all staff and governors. This policy should be read alongside the Health and Safety policy, PSE Curriculum and policy, Outdoor Visits policy and Behaviour and Anti-Bullying policy and our Acceptable Use of the Internet policy. It should be read alongside NCC's

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/report-concern-about-child-professionals.aspx> Making Children Safer document and their Thresholds and Pathways.

Safeguarding Referrals must be made by:

- By telephone contact to the Multi-Agency Safeguarding Hub 0300 126 1000
- By email to: MASH@northamptonshire.gcsx.gov.uk
- By using the on-line referral form found at <http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>
- In an emergency outside office hours, by contacting the Emergency Duty Team or the Police.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**
- For referrals regarding adults in education:

Designated Officers (formerly LADO) 01604 367677 LADOferral@northamptonshire.gcsx.gov.uk

Multi-Agency Safeguarding Hub (M.A.S.H): The MASH deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the MASH. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire Police, Northamptonshire health partners, National Probation Service and the East Midlands Service Ambulance Service (EMAS) to share information.

Lead Designated Safeguarding Lead	Lou Coulthard, HT
Additional Designated Safeguarding Lead	Glenn Fraser, HT (RLT)
Nominated Governor	
E-Safety Lead / Inclusion Co-ordinator (including LAC)	Louise Gregory

Policy Review dates

Review Date	Changes made	Yes/no	By whom	Date Shared with staff
February 2011	Significant changes to adopt NCC policy guidelines		MR	7 th February 2011
June 2013	Website links updated from NCC policy		MR	14 th June 2013
June 2014	Significant changes regarding personnel and in line with 'Keeping Children Safe in Education' (2014)		KT	2 nd June 2014
June 2015	In line with new NCC model policy		KT	15 th June 2015
Dec 2015	In line with new NCC model policy		KT	4 th January 2016
July 2016	To reflect updated 2016 Keeping Children Safe in Education statutory guidance		KT	2 nd September 2016
Sep 2017	In line with new NCC model policy		LC	4 th September 2017

Dates of Staff Training and details of course title and training provider

	Person	Date of training	Training provider
Designated Safeguarding Lead	K Towns	15 th December 2015	Designated Person Training
Deputy Designated Safeguarding Lead	L Coulthard	3 rd March 2016	Designated Person Training
Whole School Awareness Raising	All support and teaching staff	Sept 2015	In house - Katherine Towns
New staff	JB	November 2015	NSPCC online and in house - Katherine Towns
Whole School Awareness Raising	All support and teaching staff	Sept 2016	In house - Katherine Towns (at least annual)
Whole School Awareness Raising	All support and teaching staff	Sept 2017	In house - Lou Coulthard

INTRODUCTION

Glaphorn C.E. Primary School fully recognises the contribution it can make to protect children and support pupils in school. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Safeguarding and child protection are everyone's responsibility and an attitude of, 'It could happen here', should be maintained, keeping the best interests of the child at the heart.

Glaphthorn C.E. Primary School are clear that safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or at risk of being harmed.

This policy has been developed in accordance with the legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002, the statutory guidance, 'Keeping Children Safe in Education' 2016 and 'Working Together to Safeguard Children March 2015'. It is in line with Northamptonshire Safeguarding Children Board (LSCB) Procedures.

There are four main elements to our Child Protection policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of **all** staff, including extended school activities. We ensure that all parents and other working partners are aware of our child protection policy by highlighting it on our school website and in our Parents' Handbook, displaying appropriate information in school and by raising awareness at meetings with parents..

Extended School Activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply, e.g. After School club and Breakfast club. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

Safeguarding Commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

Safeguarding in the Curriculum The school has a scheme of work in place outlining the below areas in detail. . These areas and other safeguarding issues as relevant are among those addressed in the PSHE and wider curriculum at an age appropriate level in assemblies, through visitors and in lesson time:

Bullying/Cyberbullying

Diversity issues at an age appropriate level

Domestic violence / Relationships

Drug, alcohol and substance abuse

E Safety / Internet Safety

Extremism/Radicalisation with a focus on British Values

Fire and Water Safety

Protective Behaviours

Road Safety

Sexual Exploitation of Children (CSE)

'Honour Based' Violence including FGM/forced marriage

E-Safety (See E-Safety policy for details). Filters are in place to reasonably limit children's exposure to risks from online content, contact and conduct in school. Any breaches or concerns should be reported immediately to the Designated Safeguarding Leads or to the E-Safety Co-ordinator, who will in turn report it to the DSL. These will be recorded to the school's IT Technician and to the parents of the child(ren), as appropriate.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse, including FGM and to record and report concerns without delay to staff identified with child protection responsibilities within the school. This includes being alert to potential radicalisation (PREVENT). The names of the current Designated Safeguarding Leads are listed at the start of this document.

Governing Body

In accordance with the Statutory Guidance *"Keeping Children Safe in Education"* - 2016, the Governing Body will ensure that:

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and that there is always cover for this role;
- The Designated Safeguarding Lead undertakes local training (in addition to basic child protection training) and this is refreshed every two years;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (in compliance with the NSCB Learning and Development Strategy); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. The Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education - 2016 - Information for all School and College Staff" and the "Staff Code of Conduct" will be used as part of this induction;
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Designated Officer (formerly LADO);
- Effective policies and procedures are in place and updated annually including a behaviour policy/"code of conduct" for staff and volunteers. Information is provided to the Local Authority (on behalf of the NSCB) through the Annual Section 11 Safeguarding Return; For schools these responsibilities are covered in the Education Act 2002.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school contributes to inter-agency working in line with statutory guidance *"Working Together to Safeguard Children"* 2016 and Northamptonshire County Council's *"Thresholds and Pathways Document"* including providing a co-ordinated offer of early help for children who require this through the Early Help Assessment process. Safeguarding arrangements take into account the procedures and practice of the local authority and the Northamptonshire Safeguarding Children Board (NSCB).

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;

- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Designated Officer (formerly LADO);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police.

Designated Safeguarding Lead: The responsibilities of the Designated Safeguarding Lead are found in *Annex B* of "Keeping Children Safe in Education" 2016 and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection;
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
- Acting as a source of support, advice and expertise within the school, including to prevent radicalisation;
- Attending and contributing to child protection conferences when required;
- Ensuring each member of staff has access to and understands the school's child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance - the Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education" - 2016 - Information for all School and College Staff" and the "Staff Code of Conduct";
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Obtaining access to resources and training for all staff at least annually and attend refresher training courses every two years;
- Where children leave the school, ensuring that their child protection file is handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school as soon as possible. (A receipt must be obtained and original records must be maintained securely by the school);
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on "Records and Monitoring" below.

One of the school's Designated Leads are always available during school hours, during term time. The contact details of both the DSLs are shared with the MASH team so they can be contacted if required out of school time.

Records, Monitoring and Transfer

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies.

Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Headteacher.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. This includes vulnerable pupils that we have concerns about but that do not meet an intervention threshold currently.

When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not

being possible then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post and original documents kept (until a child has reached 25 or 75 if the child is a looked after child).

Support for Pupils and School staff

Support for pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence. Children with special educational needs and disabilities can face additional safeguarding challenges. It is important not to assume that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability without further exploration. Communication barriers and difficulties can make it harder to overcome these barriers. It is also important to remember that children with SEN can be disproportionately impacted by things like bullying without outwardly showing any signs.

This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention. Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

Working with Parents/Carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school parent handbook and on the school website;
- Undertake appropriate discussion with parents/carers prior to involvement of CYPS Specialist Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies and procedures, for instance:

- Behaviour Management and Anti-Bullying (including Cyberbullying) including Pupil Friendly Version
- Racist Incidents
- Physical Interventions/Restraint - Positive Handling (DfE guidance - 'Use of Reasonable Force' and 'Screening, Searching and Confiscation')
- Special Educational Needs/Inclusion
- Trips and Visits
- Work Experience and Extended Work Placements
- First Aid and the Pupils with Medical Needs
- Health and Safety
- Sex and Relationships Education
- PSHE
- Intimate Care
- Site Security
- Equal Opportunities
- E-safety
- Attendance - Children missing from school guidelines will be followed.

- Whistleblowing

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

Site Security

All visitors must report to the school office to sign in and be allocated a visitor pass. The ID of visitors to the school will be checked. The main school site is kept locked during the school day and entry is only possible through the main school door. All other school doors not within the secure gated zone should be kept locked.

Recruitment and Selection of Staff

The school's safer recruitment processes are based on the Statutory Guidance: *"Keeping Children Safe in Education"* - 2016. (The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.)

The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Northamptonshire County Council Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education 2016 - Information for all school and college staff" and the "Staff Code of Conduct" are given to all staff and are the basis for the safeguarding induction.

On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending other another appropriate local or national accredited training course. All relevant checks are done before appointing staff, including the EFA check for teachers.

Children Missing from Education

Glaphorn School recognises the importance that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

The school recognises a child missing from education is a potential indicator of abuse or neglect.

The school will follow the details set out in the LSCB procedure 'Children Missing Education' to report and respond to incidences of children missing from school. We will also comply with the guidance in *Keeping Children Safe in Education 2016 (Annex A)*. In the case of Elective Home Education, we would follow procedure in the same way.

We also ensure that additional risks are considered to those missing from education including those who may be potential victims of sexual exploitation, FGM, Forced Marriage or have potential safeguarding concerns due to travelling to conflict zones.

Private Fostering

If a child is privately fostered, the school will ensure Northamptonshire Children's Services are informed.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/adoption-fostering/fostering/Pages/private-fostering.aspx>

Information Sharing/Confidentiality

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration."

Our school recognises the importance of information sharing and follows statutory guidance as set out in 'Information Sharing' - Advice for practitioners providing safeguarding services to children, young people, parents and carers - March 2015.

Pupil Information

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

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child has or has had a Child Protection Plan.
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information and ensure all staff are aware of and adhere to agreed procedures. This information is stored in the school office.

Staff Relationships with Pupils

As already described, all staff will be made aware of their position of trust and we will adhere to regulations relating to the sexual offences act 2003. This trust extends to use of social media.

Communications on Social Media

We will comply with the Home Office and DfE guidance on use of social media and online activity by extremists to radicalise and recruit young people (published July 2015). We will take advice and use existing NSCB safeguarding and child protection procedures to refer if we have a concern, e.g. MASH. If necessary, we will make use of the national helpline 0207 3407264.

Child Sexual Exploitation

The school is committed to ensuring that all incidences of potential child sexual exploitation are reported and acted upon. The school follows the guidance and procedure set out in the NSCB CSE Toolkit. <http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/publications/cse-toolkit/>

Female Genital Mutilation

If staff have concerns about the potential for FGM, they activate NSCB local procedures on responding and reporting FGM as found in the LSCB procedures manual, in line with mandatory reporting. If staff discover an act of FGM appears to have been carried out on a girl aged under 18, there is a statutory duty upon that individual to report it to the police. Those failing to report such cases will face disciplinary sanctions. Further information can be found in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crimes Act 2015)

Preventing Radicalisation

Preventing Radicalisation is seen as part of the school's wider safeguarding duties. The school supports the notion that it is possible to intervene and prevent vulnerable people becoming radicalised.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral.

The school accepts its duty under the Prevent Duty Guidance for England and Wales which places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies.

Useful Links

Local

Northamptonshire Safeguarding Children Board (NSCB):

Ground Floor, John Dryden House, 8-10 The Lakes, Northampton, NN4 7YD 01604 364036

<http://www.northamptonshirescb.org.uk/worried-about-a-child-/>

"Making Children Safer" - A Pocket Guide download at: <http://www.northamptonshire.gov.uk/mcs>

Thresholds and Pathways document: <http://www.northamptonshirescb.org.uk/social-care/thresholds-and-pathways/>

Early Help - Request for Services. Contact a CAF Co-ordinator www.northamptonshire.gov.uk/earlyhelp
Directory of services for Early Help
<http://families.northamptonshire.gov.uk/directory-search>

Multi-agency online referral form at:

<https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=a4NtwT46Fcm>

E-mail multi-agency form to: MASH@northamptonshire.gcsx.gov.uk

Directory of services for children with disabilities

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/pages/default.aspx>

Education Inclusion Partnership

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Online referral form available at:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Complex Case Meetings and Locality Forums operate across Northamptonshire:

Complex Case Meetings

Meetings take place every two weeks in each district or borough - and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, an Early Help Co-ordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

Locality Forums

The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area. Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

National

National Society for Prevention of Cruelty to Children (NSPCC): <http://www.nspcc.org.uk/> 0808 800 5000

Childline: <http://www.childline.org.uk/Pages/Home.aspx> 0800 1111

Child Exploitation and Online Protection (CEOP): <http://ceop.police.uk/> 0870 000 3344

APPENDIX 1: DEFINITIONS OF ABUSE (Updated from 2016 Keeping Children Safe In Education)

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse

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

Sexual Abuse

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

Neglect

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

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care takers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of Emotional Abuse is involved in all types of maltreatment of a child, though it may occur alone.

Abuse includes specific safeguarding issues including; bullying, including cyber-bullying, children missing in education, children missing from home or care, child sexual exploitation (CSE), domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence, hate crimes, mental health issues, sexting and trafficking. (See P12-13 links of Keeping Children Safe in Education 2016 for more information).

APPENDIX 2: PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

A. General

- 1) The LSCB for Northamptonshire Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (www.northamptonshirescb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and NCC "Thresholds and Pathways".
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

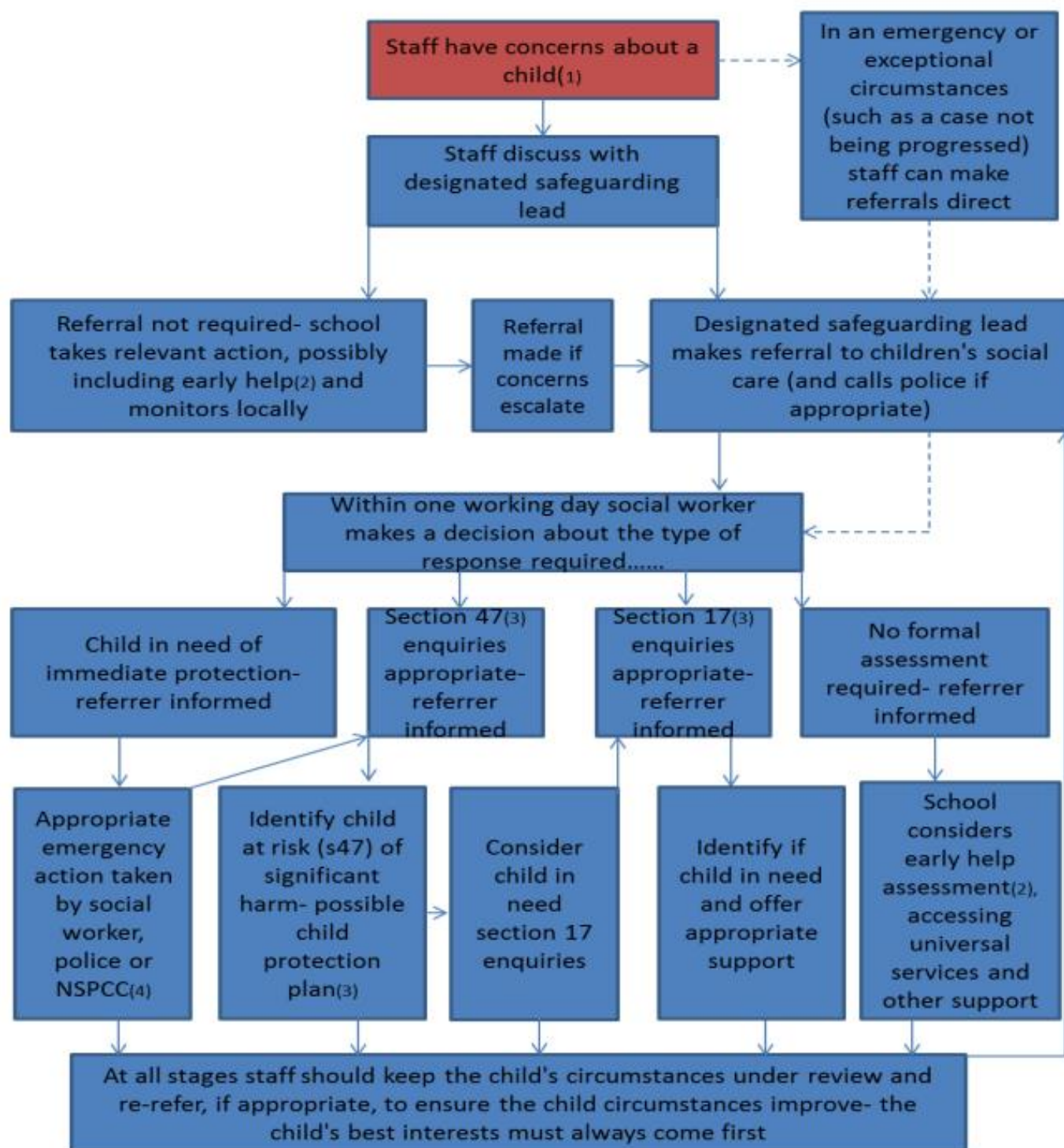
B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible, write a dated, timed and signed note using the school format of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school. If the child is at immediate risk, the DSL should be informed immediately it is practical to do so and certainly before the end of the school day. If there are concerns about a child, the written report should be given to the DSL as soon as practical to do so and certainly by the next working day.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another child, the Headteacher must be informed. The Headteacher will contact the LADO to seek advice.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – Main Procedural Steps

- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. (Level 1 / not reaching criteria of Level 2+)
- 3) If Level 2 or Level 3 intervention criteria are reached, begin the EHA process or if required, contact MASH for advice on next steps. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.
- 4) Share information confidentially with those who need to know.
- 5) (Level 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the LSCBN Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so.
- 6) If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.

Actions when there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm- full details in Chapter one of [Working together to safeguard children](#).

(4) This could include applying for an Emergency Protection Order (EPO).

APPENDIX 3

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS (References to staff in this process include staff in schools, central services and volunteers).

Whistleblowing: We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Glaphorn School recognises that the ethos of the school should be one where concerns can be raised easily and has a 'Whistleblowing' policy. Staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents: DfE "*Keeping Children Safe in Education: Statutory guidance for schools and colleges*" - 2016 and LSCB procedures - Section 5.

A. Individual Staff/Volunteers/Other Adults who receive the allegation:

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Headteacher.
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer, formerly LADO as soon as possible or if unavailable contact the Multi-Agency Safeguarding Hub on the same day.)

B. Headteacher

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the Designated Officer, formerly LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the Designated Officer, formerly LADO, so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the Designated Officer, formerly LADO
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

C. Chair of Governors (only relevant in the case of an allegation against the Headteacher)

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Notify the Designated Officer, formerly LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the Designated Officer, formerly LADO so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the Designated Officer, formerly LADO
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

If a staff member feels unable to raise an issue with their employer or feels their genuine concerns are not being addressed, they can contact the NSPCC whistleblowing hotline on 0800 028 0285. b

Appendix 4 - form that is used for reporting concerns within the school. Hard copies are stored in the staff room as part of the Safeguarding Display.

SAFEGUARDING CHILDREN IN EDUCATION PUPIL WELFARE - CHILD PROTECTION

A body chart should be used alongside this form is relevant

Child's Name :	
Date and time of concern :	
Your account of the concern : (what was said, observed, reported and by whom)	
Additional information : (your opinion, context of concern/disclosure)	
Your response : (what did you do/say following the concern)	
Your name :	Your signature :
Your position in school :	Date and time of this recording :
Action and response of DSP/Headteacher	
Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this?
Name: Date:.....	

Seen by Head Teacher - Name: _____ Date: _____