



**Policy:** Safeguarding and Child Protection  
**Ref:** P33  
**Updated by:** Kim Webb  
**Review Date:** September 2018

**Signature:**

**Date:**

September 2017

## Overview

This academy and nursery school gives the highest importance to the safeguarding and welfare of children. The governors, principal and staff will carry out their responsibilities efficiently, effectively and diligently to ensure that this school is a safe learning environment for children.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our school is a community and all those directly connected with it - staff members, volunteers, governors, parents, families and pupils; have an essential role to play in making it safe and secure.

The governing body will ensure that Kingsland CE Academy and Nursery School has arrangements in place to safeguard and promote the welfare of pupils and will work together with other agencies to identify, assess and support those children who are suffering or likely to suffer harm.

This policy applies to all children (i.e. those who have not yet reached their 18th birthday;) who are pupils at this academy or who visit /come into contact with our academy community. This includes the church organised events named Fusion and Lightbeams.

This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

## Purpose and Aim of this Policy

- To promote and prioritise the safety and welfare needs of pupils.
- To protect pupils from maltreatment and prevent the impairment of their health and development.
- To ensure that pupils grow up in circumstances consistent with the provision of safe and effective care, enabling them to have the best outcomes in life.
- To support pupils development in ways that will foster security, confidence, resilience and independence
- To create a learning environment for safeguarding and promoting the welfare of children.
- To raise the awareness of all teaching and non-teaching staff and volunteers of their responsibilities to safeguard children.
- To ensure that all members of the school community respond to cases of suspected abuse or neglect consistently, sensitively, professionally and in ways which best support the needs of the child.
- To make efficient arrangements for checks on new staff and volunteers.



## Our Ethos

- Our pupils welfare is our paramount concern and we will always act in the best interests of the child.
- We accept that where safeguarding and child protection are concerned – ‘it could happen here.’
- We recognise the importance of providing a school environment where pupils feel safe and respected.
- We encourage pupils to talk openly and to feel confident that they will be listened to.
- We recognise that all adults within the school have a full and active part to play in protecting our pupils from harm and as such they will always exercise ‘professional curiosity.’
- We will work closely with parents and carers to ensure their understanding of the school’s responsibilities to safeguarding and promote the welfare of their children, which may include the need to make referrals to other agencies in some situations.
- We will work closely with other agencies to meet the needs of our pupils.

## Legal Framework

- This policy and the accompanying procedures have been developed in accordance with the following legislation, statutory guidance and local safeguarding procedures:
- Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.
- Section 157 of the same Act places the same duty on non-maintained and independent schools, including free schools and academies.
- Section 17 of the Children Act 1989 applies to children who have highly complex needs (for example a child with a disability;) or a child who may be experiencing compromised parenting and require Children’s Social Care involvement to ensure their needs are met through a Child in Need Plan.
- Section 47 of the Children Act 1989 applies to children who are suffering or likely to suffer significant harm and require Children’s Social Care involvement in order to ensure that they are protected from harm. A Child Protection plan is required which will be coordinated by a social worker.
- Section 10 of the Children Act 2004 requires all maintained schools, further education colleges and independent schools, including free schools and academies, to cooperate with the local authority to improve the well-being of children in the local authority area.
- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (March 2015)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (Sept 2016)
- Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)
- What to do if You’re Worried a Child is Being Abused (March 2015)
- Stoke-on-Trent Safeguarding Children Board Procedures



## Responsibilities

- Designated Safeguarding Lead (DSL) – This is the lead person with overall responsibility for safeguarding and child protection in our school.
- The DSL is on our academy's leadership team and their role as DSL is explicit in their job description. This person has the appropriate authority and is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so; and to contribute to the assessment of children.
- Early Help Champion - Our Early Help Champion is responsible for leading on, and supporting other staff to lead on, early help assessments and early help plans for children and their families requiring help and support that does not meet the threshold for involvement with Children's Social Care.
- Safeguarding Governor – We have a nominated governor responsible for safeguarding who will champion good practice, liaise with the head teacher to provide support and challenge, ensure that safeguarding arrangements are audited and quality assured, and to provide information regarding safeguarding to the governing body.
- Manager for Dealing with Allegations – The head executive principal or principal is the person responsible for dealing with allegations of abuse made against school staff. The Manager for dealing with allegations against the principal is the chair of governors.
- Executive Principal - will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- The Governing Body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- All staff members, governors, volunteers and external providers understand their responsibility to safeguard and protect children, know how to recognise signs and symptoms of abuse and neglect, how to respond to pupils who disclose, and what to do if they are concerned about a child.
- Supporting Children in our Academy
- We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and have some sense of blame. Our academy may be the only stable, secure and predictable element in their lives.
- In these circumstances, a pupil's behaviour may range from that which is perceived to be 'normal' to behaviour which may be aggressive or withdrawn.

## Our school will support all pupils by:-

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to e-safety, enabling pupils and parents to learn about the risks of new technologies and social media and how to use these responsibly;
- ensuring that child protection is included in the curriculum to help pupils stay safe, recognise when they do not feel safe, identify who they can talk to and where they can get help from;
- ensuring access to a number of appropriate adults to approach if they are in difficulties;
- building confidence, resilience and independence;
- encouraging development of self-esteem and assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability-based bullying, are considered under child protection procedures; liaising and working together with other support services and



those agencies involved in safeguarding children; and monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

### **Child Protection and Safeguarding Procedure**

- We have developed a structured procedure in line with Stoke-on-Trent Safeguarding Children Board Procedures which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix 8.
- The name of the DSL is clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.
- We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.
- In line with the procedures, the Safeguarding Referral Team (SRT) will be notified as soon as there is a significant concern (or the relevant Children's Social Care Team if there is already a social worker involved).

### **Record Keeping**

- All child protection and welfare concerns will be recorded and kept in line with the Stoke-on-Trent Safeguarding Children Board guidance. The academy uses the CPOMS systems to log any concerns about any pupil in the academy. This is our Central Record for child protection matter and any other wellbeing matters. This is intensely monitored by the DSL and the Inclusion Team.
- We will continue to support any pupil leaving the school about whom there have been concerns, by ensuring that all appropriate information, including child protection and welfare concerns, are forwarded under confidential cover to the pupil's destination school as a matter of priority.
- Confidentiality , Consent and Information Sharing:
- We recognise that all matters relating to child protection are confidential.
- The Principal or DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- Staff members cannot promise a pupil to keep 'secrets' which might compromise their safety or well-being, or the safety and well-being of others.
- All staff members have a professional responsibility to share information with other agencies in order to safeguard children, and the Data Protection Act is not a barrier to this.
- All our staff members who come into contact with pupils will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

### **Inter-Agency Working**

- We will develop and promote effective working relationships with other agencies, including agencies providing early help services, as well as the police and Children's Social Care.
- We will ensure that relevant staff members participate in multi-agency meetings, including early help meetings, child protection conferences and core groups.
- We will participate in serious case reviews, other reviews and file audits as and when required to do so by Stoke-on-Trent Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.



## **Contractors , Service / Activity providers and Work Placements Providers**

- We will ensure that contractors and providers are aware of our school's safeguarding and child protection policy and procedures. We require that employees and volunteers provided by these organisations use our procedure to report concerns.
- We will seek assurance that employees and volunteers provided by these organisations and working alongside our pupils have been subjected to the appropriate level of safeguarding check in line with Keeping Children Safe in Education: Sept 2016. If assurance is not obtained, permission to work with our children or use our school premises will be refused.
- When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement, along with the requirement for them to have undertaken safeguarding training appropriate to their role.

## **Site Security**

- All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting any issues or concerns that may come to light.
- We check the identity of all visitors coming into school. Visitors are expected to sign in and out of the school and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual, (parent, professional or anyone else;) that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse that person access to the school site.

## **Associated Policies and Procedures**

The following policies and procedures are relevant to the child protection and safeguarding policy and procedure.

Administration of Medicines Policy

Anti-Bullying Policy

Behaviour Policy

Complaints procedure (including whistle blowing)

E-safety Policy

Exclusions Policy

Health and Safety Policy and other linked policies and risk assessments

Offsite Activities and Educational Visits Policy and risk assessments

Positive Handling and Physical Intervention (Use of Force) Policy and Guidance

Recruitment and Selection Policy and procedures

Sex and Relationship Education Policy

Special Educational Needs and Disabilities Policy

Staff code of conduct/behaviour policy (within handbook)



Role	Name
Designated Safeguarding Lead	Mrs Sara Goddard
Inclusion Team Manager	Miss Kim Webb
Learning Mentor	Mrs Jane Redican
Early Help Champion	Miss Tina Stanton
Lead Person for Online Safety	Mr Kenny Bartonshaw
Lead Person for Looked After Children (LAC)	Miss Kim Webb
Lead Person for CSE	Miss Kim Webb
Lead Person for PREVENT	Miss Kim Webb
Manager responsible for allegations made against staff	Mrs Sara Goddard
Local Authority Designated Officer (LADO)	Dylan Harrison 01782 23510
Senior Social Worker for Child Sexual Exploitation	Angela Davenhill 101 Ext.3616 07769
Safeguarding Education Development Officer	Dawn Casewell 01782 235897 dawn.casewell@stoke.gov.uk



## Glossary of Key Definitions & Acronyms

- Safeguarding and promoting the welfare of children- The Children Act 2004 (1.20) defines 'safeguarding and promoting the welfare of children' as:
- Protecting children from maltreatment;
- Preventing impairment of children's health and development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Enabling children to have optimum life chances and to enter adulthood successfully.
- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, or in an institutional or community setting, by those known to them or, more rarely, by a stranger, for example, via the internet. They may be abused by an adult or adults, or another child or children.
- CAFCASS The Children and Family Court Advisory and Support Service (CAFCASS) looks after the interests of children involved in family proceedings. It works with children and their families, and then advises the courts on what it considers to be in the children's best interests. CAFCASS only works in the family courts. Examples of matters that may be taken to family courts are: when parents who are separating or divorcing can't agree on arrangements for their children; an adoption application; when children are subject to an application for care or supervision proceedings by Children's Services. Social workers employed by CAFCASS are appointed as Family Court Advisors (FCAs).
- Care Order (CO) – A statutory order made under Section 31(1) of the Children Act, placing the child in the care of the Local Authority. The Local Authority shares parental responsibility with the parent.
- Child and Adolescent Mental Health Services (CAMHS) - Specialist multi-disciplinary team to provide assessment and treatment for children and young people with emotional/mental health issues.
- Child Protection is a part of safeguarding and promoting the welfare of children. It is a specific activity that is undertaken to protect a child who is suffering, or is likely to suffer, significant harm. All agencies should proactively aim to safeguard and promote the welfare of children so that the need to take action to protect children from harm is reduced.
- Child Protection Conference - A formal inter-agency meeting, following an enquiry under section 47 of the Children Act which decides whether the child is at continuing risk of significant harm and whether the child is to be subject to a child protection plan.
- Child Protection Plan - The aim of the plan is to: - safeguard the children from further harm, promote the child's health and development; provided it is in the best interests of the child, to support the family and wider family members to promote the welfare of the child.
- Child Protection Review Conferences -These ensure that children who are the subject of a child protection plan remain monitored and that their individual child protection plan remains valid. The first conference should be held within 3 months of the initial conference. Further reviews should take place within 6 months of each other for as long as the child's name remains subject of a child protection plan.
- Child Social Work Assessment – Previously, children's social work assessments were carried out as part of two separate processes, the initial and core assessment. The Child Social Work Assessment removes the distinction between the two so that all families are subject to a single assessment that is proportionate to their needs. Social Workers have 45 working days to complete the assessment, however it is expected that the majority of assessments will take less than 45 days to complete.
- Children in Need - Children are defined as being 'in need', under section 17 of the Children Act 1989. They are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of



services [section 17(10)] . This includes children who are disabled. Critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 centre upon what will happen to a child's health or development without services being provided, and the likely effect the services will have on the child's standard of health and development. Local authorities have a duty to safeguard and promote the welfare of children in need.

- The Assessment of Children in Need and their Families (the Assessment Framework, published in 2000) sets out arrangements for undertaking assessment processes in determining whether a child is "in need" under the Act. It is the basis upon which primarily social workers will prioritise a child's need for supportive help or services, though these are not necessarily confined to services provided by the local authority.
- Children Act 1989 and 2004 (CA) – Legislation on which the protection of children is based and includes both public and private law, (family proceedings).
- Children Social Care Services – The national terminology used to describe local authority services provided to children.
- Core Group - Is made up of the agencies and carers with responsibility for carrying out the child protection plan following a conference. Meets monthly to discuss and monitor progress of the plan.
- Department for Education (DfE) – Government department responsible for safeguarding children policies.
- Emergency Duty Team (EDT) - A team of social workers who deal with emergencies out of office hours.
- Emergency Protection Order (EPO) - A court order under the Children Act 1989, which lasts for up to 8 days. It gives the applicant parental responsibility.
- 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 include serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Hidden Harm – The term 'Hidden Harm' is used with reference to the impact of parental substance misuse on children and young people.
- Inter-Agency Working - Agencies, organisations and individuals working together. Interim Care Order (ICO) – Time limited court order under the CA 1989 to be renewed by the court after no more than 8 weeks and then every 4 weeks.
- LADO - Local Authority Designated Officer (for allegations against staff). Has the responsibility to oversee allegations against members of staff across all organisations.
- Looked After Children (LAC) - Children cared for by the local authority. They may live with foster carers, other family members or in residential care.
- LSCB – Local Safeguarding Children Boards are the key statutory mechanism for agreeing how the relevant organisations in each local area will co-operate to safeguard and promote the welfare of children, and for ensuring the effectiveness of what they do.
- MAPPA – Multi Agency Public Protection Arrangements - support the assessment and management of the most serious sexual and violent offenders.
- MARAC - Multi Agency Risk Assessment Conferences - are multi-agency meetings which focus on the victims of domestic violence where there is a high or very high risk. They aim to provide a co-ordinated



response to support the victim and to link into relevant groups (e.g. MAPPA).

- Multi-agency working - Agencies, organisations and individuals working together.
- 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, clothing and shelter (including exclusion from home or abandonment);
  - protect a child from physical and emotional harm or danger;
  - ensure adequate supervision (including the use of inadequate carer-givers); or
  - ensure access to appropriate medical care or treatment.
- Neglect may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
- Performance Indicators (PIs) – Targets set by government so that local authorities can measure their performance in all aspects of service delivery.
- 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.
- Police Protection Order (PPO) – A 72 hour order taken by the police to protect a child in an emergency, under the Children Act 1989.
- Public Law Outline (PLO) – is the legal framework for pre consideration and instigation of Care Proceedings
- Referral – Term given to information gathered when an enquiry is first made to CYPS about a child or adult and a request is made for services.
- Residence Order – Court order, CA1989, regarding where a child should live.
- Safeguarding and promoting the welfare of children - The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care which is undertaken so as to enable children to have optimum life chances and enter adulthood successfully.
- Section 17 - Section 17 of the Children Act 1989 imposes a duty on Children’s Services Social Care to safeguard and promote the welfare of children in their area who are in need.
- Section 47 Enquiry - Section 47 of the Children Act requires the Children’s Social Care Service to make enquiries about children thought to be at risk, enabling them to decide whether they need to take further action to safeguard and promote the child’s welfare.
- Serious Case Review (SCR) – An in-depth review of a case following the death or serious life threatening injury of a child, or a child protection issues arises that is likely to be of major public concern. This is conducted on a multi-agency basis on behalf of the LSCB.
- 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 a child is aware of what is happening.
- Significant Harm – The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the child. Local authorities have a statutory duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or is likely to suffer significant harm. Sometimes significant harm arises from a single traumatic event. It may otherwise arise from a combination or series of events (acute or long-standing) which when seen in the context of others, means that the threshold for significant harm has been reached. To understand and identify significant harm, it is necessary to consider:
  - the nature of harm, in terms of maltreatment or failure to provide adequate care;



- the impact on the child's health and development;
- the child's development within the context of their family and wider environment;
- any special needs, such as a medical condition, communication impairment or disability, that may affect the child's development and care within the family;
- the capacity of the parents to adequately meet the child's needs; and; the wider and environment family context.
- There are no absolute criteria upon which to base a judgement of what constitutes significant harm; when determining whether the threshold for significant harm is met, professionals should take into consideration the:
  - severity of the maltreatment; including the degree and extent of physical harm; duration and frequency of abuse and neglect;
  - extent of premeditation; and presence or degree of threat, coercion, sadism, bizarre or unusual elements.
- A court may make a Care Order (committing the child to the care of the local authority) or a supervision order (putting the child under the supervision of a social worker, or a probation officer) in respect of a child if it is satisfied that the child is suffering, or is likely to suffer, significant harm; and the harm or likelihood of harm is attributable to a lack of adequate parental care or control. Some children live in family and social circumstances where their health and development are neglected. For them the corrosive elements of emotional, physical and, sometimes, sexual maltreatment cause impairment to the extent of constituting significant harm. In each case it is necessary to consider the implications of maltreatment alongside the family's strengths and supports. Where the question of whether harm suffered by a child is significant<sup>1</sup> turns on the child's health and development, this should be compared with that which could reasonably be expected of a similar child.
- Strategy Meeting - Meeting between the social services and police and other relevant agencies to plan an investigation under Section 47. Sometimes this can be a strategy discussion by phone.
- Working Together to Safeguard Children - Guidance published by the Department for Education setting out how all agencies and professionals should work together to promote children's welfare and protect them from abuse and neglect.
- Youth Offender Service (YOS formally known as YOT) - Provides a range of services for young people who have committed offences or are at risk of committing offences. They are usually multi-disciplinary teams, providing reports for court and activating various orders imposed by the court to help prevent re-offending and protect the public.