



**Model Safeguarding and Child Protection Policy
and Procedure for Schools – September 2016**

**SAFEGUARDING AND CHILD PROTECTION POLICY FOR
KENMORE PARK INFANT & NURSERY SCHOOL**

***This document has been adapted from the HSCB and HSIP
model policy and procedure***

Headteacher	Signature <i>R. K. Mahil-Pooni</i>	Date: 12.10.16
Chair of Governors	Signature <i>C. Kittredge</i>	Date: 12.10.16
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Contents

1. Introduction
2. Key contacts
3. School's Safeguarding Mission Statement
4. Responsibilities
5. Procedures
6. When concerned about a child
7. Dealing with a disclosure
8. Confidentiality and communication with parents
9. Record keeping
10. Supporting vulnerable children
11. Safer working practice and managing allegations against staff and volunteers
12. Whistle-blowing
13. Other safeguarding related policies and guidance
 - (i) Private Fostering
 - (ii) Physical/positive intervention
 - (iii) Bullying
 - (iv) Children with disabilities or Special Educational Needs
 - (v) E-safety
 - (vi) Female Genital Mutilation
 - (vii) Peer on Peer Abuse
 - (viii) Child Sexual Exploitation
 - (ix) Gangs and Youth Violence
 - (x) Forced Marriage
 - (xi) Radicalisation and Extremism
 - (xii) Children Missing Education or Missing from Home/Care
 - (xiii) Trafficking
 - (xiv) Domestic Abuse
 - (xv) Substance Misuse
 - (xvi) Mental Health

1. Introduction

Kenmore Park Infant & Nursery School is fully committed to meet its responsibility to protect and safeguard the welfare of children and young people in its care. We recognise the important part we have to play in identifying children and young people at risk of abuse and neglect and in securing appropriate support for them and their families.

Section 175 of the **Education Act 2002** (or **Section 175** for Independent Schools) places a statutory duty on the governing body (or proprietors) to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

Section 11 of the **Children Act 2004** sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within this document so that all staff, families and the local community is provided with a clear understanding of our school's processes and commitment to safeguard and promote the welfare of children and young people in our care.

Our Policy and Procedure also reflects Government guidance set out in [Keeping children safe in education \(DfE September 2016\)](#) which incorporates a range of related responsibilities for schools and newer statutory duties introduced to protect children and young people from Female Genital Mutilation and Radicalisation.

Our policy applies to all governors, staff and volunteers working in the school.

2. Key Contacts

(i) Safeguarding and Promoting the Welfare of Children at Kenmore Park Infant & Nursery School :

Role	Name	Telephone	email
Designated Lead Person for Safeguarding (DSL)	Mrs.R. Mahil-Pooni	02082048759	rmahilpooni@kpins.harrow.sch.uk
Deputy DSL	Mr J Snowden	02082048759	isnowden@kpins.harrow.sch.uk
Designated Lead Governor for Safeguarding	Mr N Parekh	07932 058274	nilz@yahoo.com
Deputy Lead Governor	Ms C Kittredge, chair.	07798 845 785	c.kittredge@btinternet.com
Headteacher (for	Mrs R.	02082048759	rmahilpooni@kpins.harrow.sch.uk

concerns/allegations about staff	Mahil-Pooni		
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(ii) Key local contacts for safeguarding children

Harrow Children’s Social Care & Multi-agency Safeguarding Hub (MASH)	‘Golden Number’: 020 8901 2690 Emergency Duty Team :weekends, bank holidays and between 5pm-9am during the week: 020 8424 0999
Police	101 or for immediate emergency: 999
FGM - Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO)	Initial referrals via MASH/Golden Number above. Ongoing cases: 020 8736 6435
Children and Young People with Disabilities 0-25 years	020 8966 6481
Local multi-agency procedures, guidance and Training: Harrow Safeguarding Children Board	www.harrowlscb.co.uk
NSPCC	0800 800 5000
Childline	0800 1111
Government’s Whistle-blowing Service via NSPCC Report Line	0800 028 0285

3. Kenmore Park Infant & Nursery School’s Safeguarding Mission Statement

All staff at Kenmore Park Infant & Nursery School understand that safeguarding children is everyone’s responsibility.

We will:

- Provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child;

- Always act in the best interests of the child;
- Ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (**See Kenmore Park Infant & Nursery School's Safer Recruitment Procedures**).
- Aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional in undertaking an early help assessment;
- Establish and maintain an environment where children feel respected, safe, and are encouraged to talk and be listened to when they have a worry or concern;
- Where there is a safeguarding concern, take the child's wishes and feelings into account at all stages of the process of intervention;
- Ensure that children who have been abused or neglected will be supported in line with a child protection plan;
- Work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and in particular, when we may need to refer concerns to other agencies;
- Include opportunities across the curriculum, including PSHE and IT for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help;
- Maintain an attitude of "it could happen here" where safeguarding is concerned.

4. Responsibilities

(i) Governing Body (or Proprietor if an Independent School)

It is the responsibility of the Governing body to ensure that the school complies with its legislative duties and has regard to Government Guidance ***Keeping Children Safe in Education 2016*** to ensure that our school's policies, procedures and training are effective and comply with the law.

The Governing Body (or Proprietor) will therefore:

- Designate a lead governor for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues;
- Nominate a member of the governing body (usually the Chair) to be responsible in the event of an allegation of abuse made against the Headteacher;
- Ensure that the school has a Designated Safeguarding Lead within the senior management team;

- Ensure that policies and procedures are in place, which are compliant with the HSCB's guidance. These should be reviewed annually and staff should be encouraged to contribute to their development;
- Ensure that all staff and volunteers access appropriate levels of child protection and safeguarding induction and training. This should be regularly updated (at least annually).
- Liaise closely with the Designated Safeguarding Lead and receive regular reports in to monitor procedures and practice and ensure compliance;
- Ensure that safe recruitment procedures are in place and are applied for all staff and volunteers to ensure suitability to work with children;
- Ensure that Allegations Management procedures are in place and embedded across the school;
- Ensure that other related procedures are in place and embedded such Children Missing Education, FGM, anti-bullying, preventing radicalisation (see Other related Policies and Procedures);
- Ensure any deficiencies in safeguarding arrangements are remedied without delay;
- Ensure that staff are equipped to respond to the needs of vulnerable children including those with disabilities and those who are Looked After by the Local Authority;
- Ensure that the curriculum supports children in recognising and responding to risks, including IT.

(ii) Designated Safeguarding Lead (DSL)

The DSL should sit within the senior management team and take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description (See Annex A for government's role description). Deputy DSLs should be trained to the same standard as the DSL.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.

During term time our DSL or Deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. We will ensure appropriate cover arrangements for any out of hours/ out of term activities (The DSL can be contacted on their personal mobile phones but staff are also aware of the referral process and can contact Children Services themselves directly).

The DSL should:

- Undergo training to provide them with the knowledge and skills required to carry out the role. Formal training should be updated every two years with regular updates on developments in between, e.g. via e-bulletins, meetings for DSLs, and reading time;
- Act as focal point for staff concerns and liaise with the Local Authority and other agencies in accordance with [Working Together to Safeguard Children 2015](#);
- Refer all cases of suspected abuse to Harrow children's Social Care via the Multi-agency Safeguarding Hub (MASH)
- Refer all cases to the police where a crime has been committed

5. Procedures

- (i) It is the responsibility of every member of staff and volunteer to know and understand our Child Protection and Safeguarding Policy and Procedure.
- (ii) If any member of staff or volunteer is concerned about a child s/he must inform the DSL immediately. You must record information regarding the concerns on the same day. The written record must be a clear, precise, factual account of the observations or what has been said. (See Appendix 2 for School Record of Concern).
- (iii) The DSL will decide upon the most appropriate course of action and whether the concerns should be referred to Children's Social Care – refer to [Harrow Thresholds Guidance](#). If it is decided to make a referral to Children's Social Care this will be discussed with the parents, unless to do so would place the child at further risk or undermine the collection of evidence e.g. forensic evidence. All concerns, discussion and decisions will be recorded in writing.
- (iv) Where this a child protection concern, allegation or disclosure the DSL will make an immediate call to Children's Social Care to alert or to consult with them. The Multi Agency Referral Form will be sent by the DSL.
- (v) If a member of staff disagrees about the level of concern and feels that a child has not been protected, then any member of staff can make a direct referral to Children's Social Care – refer to [HSCB guidance on multi-agency resolution of professional disagreements](#).

6. When concerned about a child

All staff and volunteers should be aware that the main categories of abuse include, Physical, Emotional, Sexual Abuse and Neglect (see Appendix 3). Training should equip staff to help identify the indicators of harm, but in general in an abusive relationship a child may:

- Appear frightened of a parent or others in the household e.g. siblings;
- Appear frightened of someone outside of the home, including a peer. This includes within the school setting;
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and cultural backgrounds);

- Display insufficient sense of boundaries or lack stranger awareness;
- Appear wary of adults and display a 'frozen watchfulness' or appear noticeably withdrawn.

7. Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief, allowing the child to talk freely and at their own pace;
- Take what the child says seriously;
- Reassure the child, but do not make promises, particularly about maintaining confidentiality – it might be necessary to refer to other agencies;
- Reassure the child that they are not at fault and they were right to tell someone;
- Listen and only ask questions when it is necessary to obtain clarification;
- Do not criticise the alleged perpetrator;
- Make a written record as soon as possible, using the child's language when relaying what they said;
- Pass the information to the DSL without delay.

8. Confidentiality and Communicating with Parents

All staff in schools have a responsibility to share relevant information about the protection of children with other specified professionals, particularly investigative agencies (Children's Social Care and the Police).

If a child confides in you and requests that the information is kept secret, it is important to tell the child in a sensitive manner and appropriate to their development that you cannot promise complete confidentiality, but explain what you will do next and that information will only be shared with those who need to know in order to help.

Staff/volunteers who receive sensitive information about children and their families should therefore only share information with appropriate professionals.

Parents should be made aware of the school's Safeguarding and Child Protection Policy and Procedures and that these are available on our school's website.

Parents should be informed prior to referrals being made to other agencies, unless to do so might place the child at further risk or cause evidence to be removed or destroyed. The DSL

will ensure that our school's information sharing arrangements comply with the [information sharing protocol](#).

9. Record Keeping

When a child protection concern has been identified, reported or disclosed, the member of staff receiving this information should:

- Make brief notes as soon as possible. Use the school Record of Concern Sheet wherever possible;
- Not destroy any original notes – these are sometimes required by a court;
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- Draw a diagram to indicate the position of any visible injuries;
- Record statements and observations rather than interpretations or assumptions;
- Sign and date your notes;

All notes and records must be given to the DSL promptly.

The DSL will ensure that all safeguarding records are managed in accordance with the [Education \(Pupil Information - England\) Regulation 2005](#).

10. Supporting Vulnerable Children

We recognise that without appropriate intervention and support, abuse or witnessing violence may have an adverse impact on children which may last into adulthood.

Our school will support pupils through:

- Curricular opportunities to encourage self-esteem and self-motivation;
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community;
- Liaison with other agencies which support the pupil such as Social Care and Child and Adolescent Mental Health Services (CAMHS);
- Our school's behaviour policy will support vulnerable pupils in the school. Our staff will agree a consistent approach that focuses on the behaviour of the child but does not damage the pupil's sense of worth.

11. Safer Working Practice and Managing Allegations Against Staff and Volunteers

Kenmore Park Infant & Nursery School has a separate Safer Recruitment Policy which is compliant with local HSCB procedures and national requirements and regularly reviewed to

reflect government requirements i.e. ensuring pre-employment checks and appropriate DBS and reference checks.

All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. Kenmore Park Infant & Nursery School's Code of Conduct and Guidance for Safer Working Practice forms part of our School's compulsory training for all staff and volunteers. Click here for further [guidance on safer working practice](#).

Any allegation against a member of staff or volunteer, described below, must be reported to the Headteacher without delay, unless the Headteacher is the subject of the allegation - when the Chair of Governors must be informed.

Where a member of staff or volunteer may have:

- Behaved in a way that has or may have harmed a child;
- Possibly committed a criminal offence against/related to a child;
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. Confidentiality should not be promised and information is to be shared on a 'need to know' basis only.

An immediate written record of the allegations should be made, including time, date and place where the alleged incident took place, with brief details of what was said to have happened. This record should be signed and immediately passed on to the Headteacher (or Chair of Governors if the allegation is made against the Headteacher).

The Headteacher or Chair of Governors will not investigate the matter but will consult the Local Authority's Designated Officer (LADO) for Managing Allegations via the Multi-agency Safeguarding Hub (MASH).

Whilst recognising our duty to support staff, the welfare of our pupils remains our paramount consideration.

Our school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our legal duty to refer to the DBS and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child.

12. Whistle-blowing

All staff and volunteers are made aware of their Whistle-blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and or unsuitable behaviour. This includes the requirement to self-disclose any personal information which may impact on their suitability to work in an education setting.

We ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the *Sexual Offences Act 2003*.

Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by the Headteacher or Chair of Governors e.g. via the Local Authority's Designated Officer for Managing Allegations; the HSCB or the Government's Whistle-blowing report line: **0800 028 0285**.

13. Other Safeguarding Related Policies and Guidance

(i) Private Fostering

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At Kenmore Park Infant & Nursery School we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. Click here for information on what constitutes [private fostering](#) and here for details of [The Children's Act 1989: private fostering](#).

(ii) Physical Intervention/ Positive Intervention

Our school's policy on physical intervention and positive handling by staff is set out separately. It complies with the [DfE's guidance on use of reasonable force](#). This policy states that staff may only use reasonable force, meaning no more force than is needed to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Headteachers and other authorised trained staff can use such forces as is reasonable in the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, mobile phones or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint should be recorded and signed by a witness. The parent/carer will be informed of the incident.

(iii) Bullying

Our school's policy on the prevention and management of bullying is set out in a separate document and is reviewed annually by the governing body. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. See further [government guidance on bullying](#).

(iv) Children with Disabilities or Special Educational Needs

Our school is committed to ensure that children with disabilities or special educational needs have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise that disabled children do however require additional action because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments.

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care.

(v) E-Safety

Our school policy is set out in a separate document. We ensure that E-safety is included in the curriculum at all levels and that information is also provided to parents/carers.

All staff are made aware of the school policy on E-Safety which sets our expectations relating to:

- Creating a safer online environment;
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line;
- Inspiring safe and responsible use and behaviour;
- Safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones;
- What steps to take if you have concerns and where to go for help.

(vi) Female Genital Mutilation (FGM)

In our school we recognise that whilst there is not necessarily an intention to harm a girl through FGM, the practice has serious short and long term medical and psychological implications. We are committed to work with families, partner agencies to promote understanding and safeguard pupils who may be at risk of this practice.

We aim to work sensitively with community groups where this may be a cultural belief and practice, however we will act to safeguard and promote our pupils welfare where required and will fulfil our duties under the *Female Genital Mutilation Act 2003* (as inserted by section 74 of the *Serious Crime Act 2015*). This places a statutory duty upon teachers along with regulated health and social care professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

Information on when and how to make a report can be found in the government's [mandatory reporting procedure on FGM](#) guidance. Click here for [Factsheet](#) on the Serious Crime Act 2015: FGM amendments to the 2003 Act.

(vii) Peer on Peer Abuse

We recognise that children can also be vulnerable to physical, sexual and emotional bullying and abuse by their peers or they may be the perpetrator of such behaviour. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action. See related sections on Bullying, Child Sexual Exploitation and Gangs and Youth Violence.

(viii) Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Exploitation can also happen on-line.

Our school will support the multi-agency activity to combat these crimes and help to divert and support any young pupils affected by CSE. We will follow the HSCB protocol for identifying and managing cases of CSE and promote the use of the HSCB's [SAFEGUARD Identification Tool](#) Identification tool in our child protection training.

(ix) Gangs and Youth Violence

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm. For further information refer to government guidance on [advise to schools on gangs and youth violence](#).

(x) Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to Honour Based Violence.

Our school recognises that it has an important role in safeguarding children from forced marriage by educating pupils about the law and their rights and in identifying signs of risk. The Forced Marriage Unit has published [multi-agency statutory guidance](#) with pages 32-36

focusing on the role of schools and colleges. The Unit can be contacted for advice or information on 020 7008 0151 or email: fm@fco.gov.uk

(xi) Radicalisation and Extremism

Our school recognises that protecting children from the risk of radicalisation is a part of our wider safeguarding duty to protect children from significant harm. Some young people may be more vulnerable to being groomed and this fact can be exploited by extremists. The internet and use of social media have become major factors in the radicalisation of young people and our school's E-safety policy and curriculum embeds understanding of these particular risks.

From 1st July 2015, specified authorities including all schools (and since 18th September 2015 all colleges) are subject to a duty under the *Counter-Terrorism and Security Act 2015*, to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. Paragraphs 57-76 of the [Revised Prevent duty guidance for England and Wales](#): are specifically concerned with schools.

Our school will help to identify young people at risk and work with local partnership arrangements including the **Channel Programme** to help support and divert any young people from associated harm: Click here for further guidance [Channel Duty Guidance](#)

(xii) Children Missing Education or Missing from Home and Care

Kenmore Park Infant & Nursery School will fulfil its statutory duty in notifying the local authority when removing a pupil's name from the admission's register outside of the normal transition points. We will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting their name from the register. We will also notify the local authority within five days of adding a pupil's name at a non-standard transition point.

When one of our pupils goes missing from home or care we will contribute to the police and local authority's efforts to identify and locate the child by completing the [Grab Pack for a Missing Child](#).

(xiii) Trafficking

Kenmore Park Infant & Nursery School will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school. For further government guidance refer to [Safeguarding Children who may have been trafficked practice guidance](#).

(xiv) Domestic Abuse

Our school recognises the immediate and long term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to

provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

All notifications of domestic abuse will be managed in accordance with [government guidance on domestic violence and abuse](#) reporting.

(xv) Substance Misuse

a) **Pupils:** We recognise the clear role our school has to play in preventing drug misuse as part of our pastoral responsibilities. We will provide age appropriate information on drugs and alcohol and tackle problem behaviour, working with local partners to prevent drug or alcohol misuse. For further guidance refer to [Dfe and ACPO Drug Advice for schools](#).

b) **Parental Substance Misuse:** Substance misuse (drugs or alcohol) may impact on parental capacity and can significantly exacerbate other concerns such as domestic violence or mental health issues. We will remain vigilant in identifying and supporting pupils and their families facing such issues, and work in collaboration with other agencies where necessary to prevent significant harm.

(xvi) Mental Health

a) **Pupils:** Our school seeks to promote positive mental health in our pupils and to identify and address those with less severe problems at an early stage and build their resilience. We are also committed to identifying and supporting pupils with more severe needs and to help make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary. For further information refer to government guidance on [mental health and behaviours](#) to identify and support pupils whose behaviour suggests they have unmet mental health needs.

b) **Parental Mental Health:** We recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children. For further guidance refer to [Think Child; Think Parent; Think Family: a guide to parental mental health and child welfare](#)

Annex A – Role Description for Designated Safeguarding Lead ‘Safeguarding Children in Education’ 2016

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead.

This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be 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.

Managing referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children’s social care as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Working with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under *section 47* of the *Children Act 1989* and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁷
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

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



Appendix 2

Record of Concern

Child's Name:			
Child's DOB:			
Male/Female:	Ethnic Origin:	Disability Y/N:	Religion:
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:.....			

Checklist for DSP (to be printed on back of record of concern form)

✓	Child clearly identified
✓	Name, designation and signature of the person completing the record populated?
✓	Date and time of any incidents or when a concern was observed?
✓	Date and time of written record?
✓	Distinguish between fact, opinion and hearsay
✓	Concern described in sufficient detail, i.e. no further clarification necessary?
✓	Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
✓	Record free of jargon?
✓	Written in a professional manner without stereotyping or discrimination?
✓	The record includes an attached completed body map (if relevant) to show any visible injuries

BODY MAPS:



Body Chart 1.pdf



Body Chart 2.pdf

Appendix 3 Types of abuse and neglect

All school and college 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 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 others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

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

Neglect: 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



Kenmore Park Infant & Nursery School

