

**LEICESTERSHIRE COUNTY COUNCIL**  
**CHILDREN & YOUNG PEOPLE'S SERVICE**

**MODEL POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION FOR**  
**SCHOOLS**

**(VERSION: September 2013)**

**Name of school:-**

**This policy is reviewed annually by the governing body, and was last reviewed on:-**

**Signature ..... (Chair of Governors)**

**Print Name .....**

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## Named staff and contacts

- Designated Senior Person for Child Protection: <...insert name, position...>
- Deputy Designated Senior Persons <...insert names, position, role>
- Nominated Safeguarding Governor: <...insert name...>
- Safeguarding and Improvement unit contacts:

### **Safeguarding and Improvement Unit Service Manager**

Victor Cook 0116 305 7409

### **Allegations Managers**

Mark Goddard, Karen Browne 0116 305 7597

### **Safeguarding Development Officers:**

Inga Windley 0116 305 7317

Simon Genders 0116 305 7750

### **First Response Children's Duty (Priority 1 referrals)**

Telephone 0116 3050005  
Fax 0116 3050011  
Email [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)  
Address First Response Children's Duty  
Eastern Annex  
County Hall  
Championship Way  
Glenfield  
LE3 8ST

### **All other referrals**

<https://forms.leics.gov.uk/AF3/an/default.aspx/RenderForm/?F.Name=r1c2j94jcs3>

**Family Information Service 0116 3056545 email [family@leics.gov.uk](mailto:family@leics.gov.uk)**

## 1 Introduction

1.1 ..... .... (insert school name) fully recognises the contribution it can make to protect children and support pupils in school. 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. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Government guidance *Safeguarding Children and Safer Recruitment in Education (January 2007)*.
- the Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children;

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring 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).

1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and by raising awareness at meetings with parents.

### 1.5 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. 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 there are arrangements to liaise with the school on these matters where appropriate.

## **2 Safeguarding Commitment**

2.1 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. 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 worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are 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 PSHE/Citizenship which equip children with the skills they need to stay safe from abuse, and to know to whom they can turn for help;
- Ensure every effort is made 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 and Criminal Record checks.

2.3 **Safeguarding in the Curriculum** *(please amend this section to reflect your school)*

The following areas are among those addressed in PSHE and in the wider curriculum

Bullying/Cyberbullying

Drugs, alcohol and substance abuse

E Safety / Internet safety

Stranger danger

Fire and water safety

Road safety

Domestic violence / Relationships

Diversity issues e.g. forced marriage, Female Genital Mutilation (FGM), Honour Based Violence (HBV)

Sexual exploitation of children (CSE)

Extremism

## **3 Roles and Responsibilities**

3.1 General

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 and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Senior Persons for safeguarding for the current year are listed at the start of this document.

### 3.2 **Governing Body**

In accordance with the Government document *“Safeguarding Children and Safer Recruitment in Education” January 2007*, the Governing Body will ensure that:-

- The school has a child protection/safeguarding policy and procedures in place, and the policy is made available to parents on request.
- 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 Safer Recruitment Training.
- There are 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 Senior Person for Child Protection”).
- The Designated Senior Person for Child Protection undertakes Local Authority 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 kept up-to-date by refresher training every three years; 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 “green” leaflets, “Safer working Practice for Staff in Education Settings” and “Education Child Protection” 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.
- 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 Local Authority Allegations Manager.

- Policies and procedures are reviewed annually, and information is provided to the Local Authority through the Annual Safeguarding Return on how the Governing Body discharges its duties regarding safeguarding and child protection.
- 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 Senior Person for Child Protection, and provide information and reports to the Governing Body.

### 3.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Senior Person for Child Protection 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 Local Authority Allegations manager
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively 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.

### 3.4 **Designated Senior Person for Child Protection**

The responsibilities of the Designated Senior Person for Child Protection includes:

- Provision of information to the Local Authority on how the Governing body discharges its duties regarding safeguarding and child protection
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to attention of the Governing Body and how these should be rectified without delay.
- Referral of cases of suspected abuse to Specialist Services First Response Children's Duty
- Act as a source of support, advice and expertise within the school

- To attend and contribute to child protection conferences when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and attend refresher training courses every two years.
- Where children leave the school, ensure their child protection file is handed to the Designated Senior Person and signed for in the new school/college as soon as possible.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on "Records and Monitoring" below.

#### **4 Records, Monitoring and Transfer**

- 4.1 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 Senior Person for Child Protection is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. . Normal records sometimes 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.
- 4.3 Child protection records are stored securely, with access confined to specific staff, eg the Designated Senior Person for Child Protection, the Headteacher.
- 4.4 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.
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Senior Person 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 should be found to send the confidential

records to a named Designated Senior Person and a photocopy kept. Files requested by other agencies e.g. Police should be copied.

## **5 Support to pupils and school staff**

### 5.1 Support to 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 components 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 seek to provide such children with the necessary support and to build their self-esteem and confidence

5.2 This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

5.3 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

### 5.4 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 Senior Person for Child Protection about the support he/she requires. The Designated Senior Person for Child Protection should seek to arrange the necessary support.

## **6 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 prospectus.
- 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.
- Work to develop productive, supportive relationships with parents/carers whenever it is in the child's interest to do so.

## **7 Other Relevant Policies**

7.1 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, for instance:

- Behaviour Management
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances “Use of Reasonable Force” and “Screening, searching and confiscation”)
- Special Educational Needs
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- e-safety
- Extended school activities

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.

## **8 Recruitment and Selection of Staff**

- 8.1 The school’s safer recruitment processes are based on the Government Guidance: Safeguarding Children and Safer Recruitment in Education January 2007. 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. In accordance with DfE guidance entitled “Dealing with Allegations of Abuse against Teachers and other Staff” (October 2012), cases in which an allegation has been proven to be unsubstantiated, unfounded, 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.
- 8.2 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 Leicestershire County Council leaflets “Education Child Protection” and “Safer Working Practice for Staff in Education Settings” are given to all staff and are the basis for the safeguarding induction.
- 8.3 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 the local authority one day training course.

## **APPENDIX 1**

### **PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD**

#### **Contents**

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#### **A. General**

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website [www.lrlscb.org](http://www.lrlscb.org): The Designated Senior Person (DSP) for Child Protection is expected to be familiar with these, particularly referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Team Managers, particularly if there is doubt about how to proceed (see contacts at the start of this policy document). 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 the team managers (see page 3) 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 of what has been disclosed or noticed, said or done and report to the Designated Senior Person for child protection in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
- 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.
- 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 Senior Person for Child Protection – main procedural steps**

- 1) Begin a case file which will hold a record of communications and actions to 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. If in doubt, seek advice from Children's Social Care.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care (see link <https://forms.leics.gov.uk/AF3/an/default.aspx/RenderForm/?F.Name=r1c2j94jcs3>). All other referrals should be made using the online form. The First Response Children's Duty Managers are available for advice on the numbers given in the contact details on page 3 of this document.
- 5) If the concern is about children using sexually abusive behaviour, refer to the separate guidance.
- 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 First Response Children's Duty managers (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 takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child. If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

## **APPENDIX 2**

**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).

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:

- DCSF “Safeguarding Children and Safer Recruitment in Education” 2007, Chapter 5: Dealing with Allegations of Abuse Against Teachers and other staff
- LSCB Procedures Chapter 7.2
- DFE Guidance “Dealing with Allegations of Abuse against Teachers and other Staff” October 2012

### **1) Individual Staff/Volunteers/Other Adults who receive the allegation:**

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. 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 Allegations Manager, Safeguarding unit as soon as possible.)

### **2) Headteacher**

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, Safeguarding unit on the same day.

- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the Allegations Manager, Safeguarding unit so advises.
- v. Ongoing involvement in cases:
  - Liaison with the Allegations Manager, Safeguarding unit.
  - 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.

**3) Chair of Governors (only relevant in the case of an allegation against the Headteacher)**

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Notify the Allegations Manager, Safeguarding unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the Allegations Manager, Safeguarding unit so advises; in cases concerning Headteachers, the report to First Response Children's Duty is sometimes undertaken by the Allegations Manager, Safeguarding unit on behalf of the Chair of Governors, following discussion.
- v.
  - Liaison with the Allegations Manager, Safeguarding unit.
  - 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.

### **APPENDIX 3**

#### **Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones**

*[This is not a recommended policy. Please draft a policy that fits your school as required by the EYFS Framework. It is simply a suggested “start” to facilitate the development of such a policy.]*

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. School protocols require that photos of other people’s children are not published on social networking sites such as Facebook.