



Meir Heath Primary School Safeguarding Policy

Introduction

Following the publication of the DFE statutory guidance 'Keeping Children Safe in Education' July 2015 and 'Working together to Safeguard Children' at the end of March 2015, the safeguarding policy has been reviewed and updated to ensure that it is in line with statutory guidance and current local practice.

Meir Heath Primary School recognises its legal duty under s175 Education Act 2002 and the 1989 and 2004 Children Acts. It takes seriously its responsibilities to protect and safeguard the interests of all pupils. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

This policy has regard to the statutory guidance "Working Together to Safeguard Children" July 2015 and "Keeping Children Safe In Education" 2015 (KCSIE). This document should be read in conjunction with Staffordshire Safeguarding Children Board Inter-Agency Child Protection Policies and Procedures. These are in keeping with relevant national procedures and reflect what Staffordshire Safeguarding Children's Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching and non teaching) governors and volunteers, temporary and supply staff to ensure that statutory and other duties are met in accordance with Staffordshire Safeguarding Children Board requirements and procedures. All staff and volunteers need to have read and be familiar with the Policy, and our internal procedures around referral, including contact details of Designated Safeguarding Leads (DSL's).

This Safeguarding Policy will be reviewed annually by the governing body.

Safeguarding and Promoting the Welfare of Children

The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2015 is:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes

Underpinning values

Where there is a safeguarding issue, Meir Heath Primary School will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.

- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Parents will be advised about the School Safeguarding Policy in the school prospectus, on the school website and on admission to the school. A copy of the Policy is available on the school website/at the school office on request.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations.
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with children's social care. This should be explained to the child and appropriate reassurance given when child has expressly asked for confidentiality in these circumstances.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) **unless** the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Providing early support is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children and enshrined in legislation and statutory guidance (Children's Act 2004, Working Together to Safeguard Children 2015, Keeping Children Safe in Education 2015)

Thresholds for Intervention:

Early Support: Early Help Assessment (EHA)

Practitioners should complete An Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

All staff receive EHA awareness training. Staff should discuss children who appear to have additional needs with the DSL/DDSL or SENCO, the child and parents. The school will need to obtain parental/pupil consent for a CAF to be completed. The school DSL/SENCO may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). School staff follow the guidance of the SSCB Threshold Document - accessing the right help at the right time (www.staffsscb.org.uk – procedure 1E)

[Early help whose responsibility.pdf](#)

Child in Need - S17 of the Children Act 1989:

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under a CAF, such as a child with complex disabilities, when a social work led assessment is required. Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the DSL considers that the welfare concerns indicate that this is a 'Child in Need', he/she will speak with parents / young person and if appropriate obtain their consent for referral to First Response Team(FRT) or the appropriate social care team if a different team in a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by children's social care when children are deemed to require section 17 services.

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need section 17 support. This could include children who self harm or disclose an intent to commit suicide (SSCB procedure 4U).

Child Protection(S47 Children Act 1989):

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. School staff **do not** investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. School staff refer **reasonable concerns** which indicate that a child may be at **risk of significant harm**.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

If staff have significant concerns about any child they should make them known to the schools Designated or Deputy Safeguarding Leads without delay in accordance with the school's reporting and recording procedures (see Safeguarding overview which is in each teachers pastoral file). Initial concern forms are found in each classes blue pastoral file. Any concerns should be recorded verbatim (in pen) and a copy passed to the DSL/DDSL to be put in the central safeguarding folder. These concerns may include:

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 (*Working Together to Safeguard Children' 2015*).

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 over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including Cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. (*Working Together to Safeguard Children' 2015*).

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 care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (*Working Together to Safeguard Children' 2015*).

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non penetrative acts such as masturbation, 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 online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (*Working Together to Safeguard Children' 2015*).

Concerns about children who abuse other children

Abuse is not always due to the actions of adults. Sometimes children abuse other children. Emotional abuse may involve serious bullying, including isolating a particular child, derogatory name calling and / or making threats, and may include online bullying through social networks, online games or mobile phones. Bullying behaviour can include physical assault. Children may also sexually abuse and exploit other children.

Meir Heath Primary works with children, parents and staff to create to an ethos of mutual respect and will robustly address concerns that children are suffering abuse due to the behaviour of other pupils. Pupils are encouraged to talk to staff if they have worries and concerns, and there are processes where they can report any problems confidentially and anonymously. Children can talk to teachers, teaching assistants, lunchtime supervisors or any other adult in school which they feel confident in. Reference is made to this in PSHE lessons and in assemblies. Worry boxes are available in classrooms where this is suitable for the age of child. Parents and carers are also encouraged to talk to staff if they have concerns, and should refer the matter to the DSLs in the setting if they feel that the matter is not being addressed or the situation is not improving. This school will follow our bullying policy (available upon request from the school office) when this is appropriate to the circumstances, and follow the Behaviour and Discipline Policy should sanctions be necessary.

If the concerns are in respect to an allegation of a criminal nature, the school may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault,

sexting (see e-safety section of policy below). In regards to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children's social care. In order to protect all children at the school, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict movement of the child in our setting, or restrict activities.

If there are concerns that a child attending this school may have been seriously harmed, or at risk, due to the actions of children within the community, but not attending the school, we will share information appropriately with other agencies to safeguard and promote their welfare.

Making referrals

Where a child is registered at Meir Heath Primary, consultation must take place with the DSL or deputy DSL (Mrs Luke/ Mrs Podmore/ Mrs Lowe) who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the schools internal recording form. This should then be given to the DSL (or Deputy if DSL unavailable) who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the DSL to the relevant Children's Social Care team in that area (Children's Services Stoke on Trent 01782 235100).

As per statutory government guidance 'Keeping Children Safe in Education', anybody **can** make a referral. However, due to the role of the DSL this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy DSL, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. In these circumstances the DSL must be informed about the referral as soon as possible.

For referral to First Response phone 0800 1313126 and speak to the operator. You will need to follow this up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multi agency form is available from the SSCB website (procedure 3B): www.staffsscb.org.uk

If a child is in immediate danger staff should always ring 999.

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

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

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8).

However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children's social care. Information may also be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. The school follows the information sharing guidance provided by the government and the SSCB in considering the sharing of personal information when there are safeguarding concerns.

The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or Children's Social Care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners. For example, a process is in place for informing the school nurse team in these circumstances.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

You should NEVER:

- take photographs of injuries;
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. These will include any unexplained bruising, marks or signs of possible abuse or neglect. In our EYFS any existing injuries on children and their cause are recorded by staff in EYFS class pastoral files.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder;

Records about child protection or pertaining to welfare concerns or issues, including CAF paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another school or education setting, these records will be sent in a timely and secure manner to the DSL of the receiving school (usually in person). A pro forma is signed and dated by the receiving school upon delivery of any files.

Attendance at Child Protection Conferences

The DSL or their deputy will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report. A suggested template for this report is available on:

<http://education.staffordshire.gov.uk/PupilSupport/SEN/Services/safeguarding/designatedstaff/>

Parents should be informed of what is in the report as there should be no surprises about the information shared at Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the DSL for child protection.

Safer Recruitment

When recruiting new members of staff, the school follows the government guidance 'Keeping Children Safe in Education' 2015 and safer recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012. EYFS staff are aware that they **must meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006. All staff have signed a declaration about disqualification and have a copy of the EYFS guidance below, taken from The Statutory Framework for Early Years Education Stage pg 19.**

Disqualification (all registered providers and employees in registered settings) ¹⁵

3.14. A registered provider or a childcare worker may be disqualified from registration¹⁵. In the event of the disqualification of a registered provider, the provider must not continue as an early years provider – nor be directly concerned in the management of such provision. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.

3.15. A registered provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.

3.16. A provider must notify Ofsted or the agency with which the childminder is registered of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee could be an instance of a significant event. If a registered person or childcare worker is disqualified they may, in some circumstances, be able to obtain a 'waiver' from Ofsted.

3.17. The provider must give Ofsted or the childminder agency with which they are registered, the following information about themselves or about any person who lives in the same household as the registered provider or who is employed in the household:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;

- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction).

3.18. The information must be provided to Ofsted or the childminder agency with which they are registered as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

The school has separate written recruitment and selection procedures in place (a requirement of KCSIE 2015) and ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained, qualifications are verified, and that successful applicants for qualified teacher posts are checked against the 'prohibition of teachers' list. In accordance with regulations and 'Keeping Children Safe in Education' 2015, the school retain a 'single central record' of when the appropriate checks are undertaken in regard to relevant staff.

Safer recruitment training has been undertaken by senior members of staff and appropriate Governors who sit on recruitment panels in accordance with guidance and best practice principles. For our school this is Mrs Julia Luke (Head teacher) and Mrs Thelma Holland (teaching assistant and Governor).

Induction and Training

All staff are encouraged to read the full government guidance 'Keeping Children Safe in Education' 2015 and have been given a copy of part one of this guidance which they must read. All staff are required to sign a register to say that they have read the above document and are to seek advice from the DSL/ DDSL if there are aspects which they are unsure of or do not understand. This register is kept by the DDSL.

Newly appointed staff and volunteers have a robust induction into the safeguarding procedures when they join the school. Each person is given a safeguarding overview and made aware of the DSL/ DDSL within school. A register is kept of supply staff and volunteers who sign to say that they have received and read the safeguarding information. All staff are given a Staff Behaviour policy as part of a wider Staff Handbook. This handbook forms part of an Induction Pathway, where staff are given information about the role, rights and responsibilities. Staff are given guidance on keeping themselves safe from allegations with reference to social media. All staff are expected to confirm by signature that they have received this information and have read it.

They will be made aware of the Staffordshire Safeguarding Children Board procedures (www.staffsscb.org.uk) as part of that induction programme, and be given a copy of part one of 'keeping children safe in education' 2015, the school/college safeguarding policy and the staff code of conduct. Staff will also attend appropriate child protection / safeguarding training to enable staff to identify signs of possible abuse and neglect and respond in a timely and appropriate way, in accordance with the SSCB training strategy, within 6 months of joining the school. The child protection and safeguarding training given to each member of the organisation will be refreshed and updated at least every three years. Our next level 1 training for all staff is September 2015. The DSL will retain records of all child protection and safeguarding training accessed by staff and volunteers.

The Designated and Deputy Designated Safeguarding Leads will attend Staffordshire Safeguarding Board Courses at Level Two and above at least every 2 years in order to maintain continuous professional development and comply with statutory guidance and the SSCB training strategy. The DSLs will cascade relevant safeguarding information and training to staff in the school and enable relevant staff to attend specific training events. Level 2 training was attended July 2015.

Professional support

This school recognises the importance of professional reflective support for staff when working with vulnerable children, particularly in relation to child protection cases. Arrangements are in place for the Designated Safeguarding Leads to have regular and scheduled professional support. The Designated Safeguarding Leads offer appropriate support to other staff within the school /college according to need or at their request.

Providing a safe working culture

Meir Heath Primary has implemented a staff code of conduct which applies to all permanent and temporary staff, and adult volunteers working in this organisation. Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to the staff code of conduct and follow the safer working practice guidance given by this organisation. Our staff code of conduct includes expectations about staff behaviours including outside of the working environment, staff/pupil relationships and communications including the use of social media. Any reason for staff to be having personal, social contact with pupils at the school must be explained to the Head teacher with the rationale and any safeguarding actions required will be recorded.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student, even when the pupil/student is over the age of consent but under 18 years of age.

Staff are advised to use the following sensible precautions when working alone with children:

- Avoid working in isolation with children unless thought has been given to safeguards
- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)

Any use of physical force or restraint involving pupils/students will be carried out and documented in accordance with the relevant physical intervention policy. If it is necessary to use physical intervention (for example to prevent the child hurting themselves or others), parents will be informed. Children who attend our setting will not be punished by any form of hitting, slapping, shaking or other degrading treatment, including verbal abuse.

Governors at this school recognise their responsibility to remain vigilant and ensure that all staff and volunteers are, and remain, suitable to work with children.

Meir Heath Primary School complies with the requirements of the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009. Therefore adults who work in, or manage, our early years setting are required to inform the head teacher if they have, or during the course of their employment, are convicted for a relevant offence which disqualifies them from working with children. They must also inform the Head teacher if they live in the same household as a person who is, or becomes, disqualified because they have committed a relevant offence against a child or adult. In such cases the worker is required to seek a waiver from Ofsted to allow them to continue to work with this cohort of children. Whilst the application for a waiver is being considered by Ofsted, the school /college will take appropriate measures in regards to staffing, which may include re-deployment or suspension.

(In addition, irrespective of the age group worked with), any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the head teacher. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during, their employment at the school. (This would not include 'spent' convictions under the Rehabilitation of Offenders Act). The Head teacher will discuss any potential safeguarding matters with the Local Authority Designated Officer (LADO) and any required action will be agreed.

Safeguarding Children Board procedures (www.staffsscb.org.uk) as part of that induction programme, and be given a copy of the school Safeguarding Policy. They will also attend the Level 1 Safeguarding and Promoting the Welfare of Children and Young People training within 6 months of joining the school. The initial Level One Child Protection training given to each member of the organisation will be updated every three years and recorded. Staff and volunteers will be given Safer Working Practice guidance when joining the school. Any reason for staff to be having personal, social contact with pupils at the school must be explained to the head teacher with the rationale and any safeguarding actions required will be recorded. All staff are given a Staff Behaviour policy as part of a wider Staff Handbook. This handbook forms part of an Induction Pathway, where staff are given information about the role, rights and responsibilities and all staff are expected to confirm by signature that they have received this information and have read it.

Any staff member, volunteer or governor who becomes the subject of a police/ Social Services investigation in relation to any offences against adults or children, or are charged with such a criminal offence, must inform the head teacher. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during their employment at the school. It is a requirement for head teachers to inform staff working in the Early Years Foundation Stage that they are expected to disclose in these circumstances. The head teacher will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the head teacher. The head teacher will discuss with the Local Authority Designated Officer (LADO) in regard to procedures for dealing with allegations against persons who work in a position of trust with children. Appropriate action will be agreed.

The Designated and Deputy Safeguarding Leads will attend Staffordshire Safeguarding Board Courses at Level Two and above at least every 2 years in order to maintain continuous professional development and comply with statutory guidance and the SSCB training strategy.

Allegations of abuse against a person working in a position of trust

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer is therefore taken seriously.

In line with government guidance and SSCB procedures, the Head Teacher/ Chair of Governors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust 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;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children(*Keeping Children Safe in Education April 2015*)

This initial discussion will establish the validity of any allegation under SSCB procedures (www.staffsscb.org.uk procedure 4A) and if child protection enquiries may be required due to a child having possibly suffered, or being at risk of suffering, 'significant harm'. If this is the case a referral will be raised with the relevant social care safeguarding team and a section 47 child protection strategy meeting will be convened that the head teacher/ Chair of Governors will attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Position of Trust Meeting (POT) to consider the issues and any action required.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation

- single agency investigation completed by the school which should involve the senior HR advisor for the school.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the school will undertake investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the school when necessary in line with current guidance.

Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the Headteacher (or, if the allegation is against the Headteacher, it should be reported to the Chair of Governors). Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. A copy of the following Whistle Blowing Policy is available to all staff (in the staffroom) and parents upon request.

Shire County Council			Handbook				
ice Number		ed By					4
itle	Whistle Blowing						

Introduction

1. This policy enables you to report, confidentially, serious concerns about any aspects of the Council's work which you suspect involves criminal behaviour or other specific forms of malpractice – damage to the environment, for example, or action that threatens health and safety.
2. Provided that you act in good faith, and that you have a reasonable suspicion that the alleged malpractice has occurred, is occurring or is likely to occur, you can disclose your concerns, using this procedure, and be protected by law from victimisation or dismissal.
3. The law in question is the Public Interest Disclosure Act, which came into force in 1999. Although not strictly required by the Act, the Council's internal procedures give effect to it. The Council believes that having internal procedures is in everyone's interest.

Eligibility

1 This policy, like the Act, covers all employees of the Council, contractors, agency staff and the Council's partners, formal and informal.

Provisions

2This policy describes the circumstances in which concerns can be reported confidentially or 'disclosed', and the conditions which must be met if the protection offered by the Act is to apply.

To make a disclosure either telephone or write to one of the Contact Officers listed in Appendix A. If writing, mark the envelope: 'PIDA – Strictly Private and Confidential'. Do not e-mail Contact Officers, as e-mail is not a secure medium and must not be used.

The Contact Officer will acknowledge receipt of your disclosure in writing, within 5 working days. They will also gather further information if need be, including by personal interview, at which you can be accompanied by an official of your trade union or professional association, or by a fellow employee. When the precise nature of the malpractice has been established your disclosure may be referred to the Monitoring Officer for a decision re: further action. The Monitoring Officer will determine what further action, if any, is needed, which may comprise:

- internal investigation
- report to the Police
- report to external audit
- independent enquiry
- any combination of the above

Throughout the process the Contact Officer will keep you informed on progress and (subject to legal constraints) the eventual outcome.

Further Appeal

If at the end of the process you, or any other person covered by the Act, are not satisfied with how a disclosure has been dealt with, you may refer to one of the regulatory bodies/other external agencies whose details are listed in Appendix B. As with internal disclosure, before referring to one of these bodies you should consider: do I honestly and reasonably believe that my concerns are well founded and that any allegations I am about to make are substantially true?

Legal Protection

Exceptionally, the Act offers protection in respect of disclosures made to people or bodies not listed in Appendix B but only when, all things considered, it is reasonable to do this and the disclosure is not made for personal gain. In addition, one of the following must apply:

- The matter must have been raised already with the employer and/or relevant regulatory body; or
- You reasonably believed that you would be victimised if you raised the matter internally; or
- There is no relevant regulatory body, and you reasonably believed that evidence was likely to be concealed or destroyed.
- Your concern is of an "exceptionally serious" nature, which is for you to determine.

Confidentiality The Council will treat your disclosure in confidence, and only reveal your identity if absolutely necessary (e.g. if required in connection with legal action).

3 Responsibilities

The Council's Monitoring Officer has overall responsibility for this policy and will decide on the action to be taken in respect of all disclosures.

Contact Officers in Directorates are the first point of contact for 'whistleblowers', and are.

HR units can offer advice and provide training.

Unions and professional associations can also support and assist their members.

Regulators and other external bodies can deal with concerns in specified circumstances.

4 Frivolous/Malicious Claims

If you make a disclosure which the Council considers is frivolous, malicious, or made for personal gain this may result in disciplinary action being taken against you.

5 Victimisation

Anyone who harasses or victimises someone who makes a protected disclosure will be subject to disciplinary action.

Further Advice and Information

This policy document is for general guidance only. If you need any further advice about how this policy applies to you please contact your manager or your HR Representative in the Shared Service Centre

6 If you belong to a recognised trade union or professional association you can get support and assistance from them or if you prefer to seek independent, external advice this can be obtained from the charity Public Concern at Work or the Audit Commission at:

Public Concern at Work

Suite 306

16 Baldwins Gardens

London EC1N 7RJ

Helpline: 020 7404 6609

E-mail: helpline@pcaw.co.uk

Audit Commission
1 Vincent Square
London SW1P 2PN
Telephon: 020 7828 1212
E-mail: enquiries@audit-commission.gov.uk

Further background information on this topic is also available on the following Websites:

www.dti.gov.uk

www.acas.org.uk

www.lg-employers.gov.uk

www.audit-commission.gov.uk

www.pcaw.co.uk

7 Other contacts

8 Please note that the County Council takes no responsibility or liability for any material produced by or contained in external sites or for any advice or services given by external organisations. It is the responsibility solely of each person to decide whether or not they use any such material, advice or service.

This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Manager.

<http://education.staffordshire.gov.uk/PupilSupport/SEN/Services/safeguarding/policiesprocedures/>)

In line with government guidance and SSCB procedures, the Head / Chair of Governors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust 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;
- 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

(Dealing with allegations of Abuse Against teachers and Other Staff – DFE statutory guidance 2012)

This initial discussion will establish the validity of any allegation under SSCB procedures (www.staffsscb.org.uk procedure 4A) and if a child protection safeguarding referral is required due to a child having suffered or being at risk of suffering 'significant harm'. If this is the case a referral will be raised with the relevant Safeguarding team and a section 47 child protection strategy meeting will be convened that the Head / Chair should attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or

Specific Safeguarding Issues

Identifying cases of female genital mutilation (FGM) and Forced Marriage

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this

provision, we will do everything that we can to ensure that:

- Our school is an 'open environment', where students feel able to discuss issues that they may be facing
- the Designated Safeguarding Leads have a good understanding of the issues surrounding FGM and Forced Marriage and access relevant training
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit
- awareness raising about FGM is incorporated in the schools safeguarding training so that all staff and volunteers are able to identify indicators.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the DSL to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.
- **not** to consult or discuss with the pupil's parents or family, or others within the community.
- * Female Genital Mutilation (FGM)

• There are a range of potential indicators a girl may be at risk of FGM: multi agency practice guidance <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

• Mandatory Reporting Duty

• Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers¹¹, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

• The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

• * [Contractors DFE guidance March 2015: https://www.gov.uk/government/publications/counselling-in-schools](https://www.gov.uk/government/publications/counselling-in-schools)

• * [Children Staying with host families](#)

• [SSCB guidance:](#)

<https://www.staffordshire.gov.uk/health/childrenandfamilycare/adoptionandfostering/PrivateFostering/PrivateFostering.aspx> SSCB hyper link: [Private Fostering Guidance \(Staffordshire only\)](#)

• * [CSE](#)

• [SSCB hyper link: A - Child Sexual Exploitation \(joint with Stoke LSCB\)](#)

• [SSCB threshold link: http://www.staffsscb.org.uk/Professionals/Procedures/Section-One/Section-One-Docs/Section-1E-SSCB-Thresholds-for-Intervention-Guidance.pdf](http://www.staffsscb.org.uk/Professionals/Procedures/Section-One/Section-One-Docs/Section-1E-SSCB-Thresholds-for-Intervention-Guidance.pdf)

E-Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams, gaming consoles etc. place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arranging to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

Meir Heath Primary School utilise the curriculum (particularly PSHE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised. Meir Heath Primary reinforces E-safety within lessons and in a designated E-safety week. Further information can be found in the school's E-safety policy.

Further, in order to help protect our pupils

- Policy Central Enterprise software is used to minimise access and to highlight any one accessing inappropriate sites or information.
- PCE software detects potentially inappropriate content and conduct as soon as it appears on the screen, is typed in by the user or received by the user. A screen capture is taken every incident detailing the time and date of capture, machine name, username and reason for capture. A weekly headline summary is produced from the system detailing captures of particular interest to alert the person monitoring the system. These particular violations will be investigated and dealt with in accordance to the Acceptable Use Policy, behaviour policy and other relevant school policies.
- The Deputy Safeguarding lead views the PCE report weekly and investigates any violations. These checks are recorded on an check and record sheet.
- Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Lead will be informed immediately)
- Pupils / students should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils and staff should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Storage of Mobile Phone, Images of children (Early Years Framework 2014)

EYFS Statutory Framework (Safeguarding and Welfare requirements section 3.3.) states that "Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. However, they must be able to explain their policies and procedures to parents, carers, and others (for example Ofsted inspectors) and ensure any assistants follow them.

• Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

• Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

This policy also includes the use of mobile phones and cameras by staff within the school and EYFS setting. Mobile phones are not to be used in the classroom at any point in the day where children are present. Cameras are provided by the school in both EYFS classrooms and photographs are only to be taken with the prior written consent of parents. Copies of parental written consent are kept in classroom pastoral files. These photographs are for the purpose of assessment, record keeping of learning and display in school, unless consent has been provided by parents for use on the school web site or in local press. Only school provided cameras are to be used to take photographs and these are not to be taken of the school site (with the exception of school trips). Photographs displayed should only be accompanied by the children's first name, not full name. Further information can be found in the school's E-safety/ Social Networking policy.

Any staff found to be in breach of the above conditions will be subject to the school's disciplinary procedures.

Parents who breach the above conditions will be requested by the Head teacher to follow the school's guidelines and procedures.

Child Sexual Exploitation (CSE)

Sexual exploitation of children involves situations where young people receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. This school recognises that pupils may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to the DSL. All staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure (4H) and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

This school believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

Children missing education (CME)

This school is aware of, and implements in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.

[SSCB joint protocol with Stoke: http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-Four-Docs/Section-4G-Children-Missing-from-Care-and-Home-and-Vulnerable-Missing-Families.doc](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-Four-Docs/Section-4G-Children-Missing-from-Care-and-Home-and-Vulnerable-Missing-Families.doc)

DFE Links:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Preventing Extremism and Radicalisation

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths

and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. We also have a duty under the Counter Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils or the Staff Code of Conduct. We will share information with the First Response Team and/ or the Staffordshire police Prevent team when appropriate. We will also work with Staffordshire's Channel Panel in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

The school has a Promoting Welfare and Wellbeing by Preventing Extremism and Radicalisation Safeguarding Policy, which available to view upon request. [PREVENT POLICY OCT 2015.docx](#)

SSCB hyper link: <http://www.staffsscb.org.uk/Professionals/Procedures/Section-Six/Section-Six-Docs/Section-6L-Staffordshire-and-Stoke-on-Trent-LSCB-and-SSASPB-Prevent-Channel-Guidance.docx>

All staff receive awareness raising and training in regard to preventing extremism and radicalisation. All discriminatory incidents are recorded and reported to Staffordshire County council on <http://education.staffordshire.gov.uk/Procedures/Discriminatory-Incidents/Discriminatory-Incidents.aspx>

- Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels¹⁶. Hyper link SSCB: Prevent Channel Guidance (joint with Stoke LSCB & SSASPB)
- * Prevent
- From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.
- The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.
- DFE guidance for schools:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

*** Channel**

- School staff should understand when it is appropriate to make a referral to the Channel programme.¹⁵ Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.
- Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism,

- and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels¹⁶. Hyper link [SSCB: Prevent Channel Guidance \(joint with Stoke LSCB & SSASPB\)](#)

- * Contractors DFE guidance March 2015: <https://www.gov.uk/government/publications/counselling-in-schools>

Resources

Section 175 /157 of the Education Act 2002 puts an explicit duty on Governing Bodies to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils. The governing body will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Staffordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and those policies and procedures are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

Key documents referred to and underpinning this policy are:

- Working Together to Safeguard Children 2015 (DfE) <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Staffordshire Safeguarding Children Board Procedures (online) www.staffsscb.org.uk/professionals/procedures/
- Staffordshire Safeguarding Children Board Training Catalogue (online) www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/
- Keeping Children Safe in Education April 2015 (DFE) www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf
- Disqualification under the Child Care Act 2006 (Meir Heath Primary School has own register). <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Staffordshire Policy and guidance on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- Meir Heath Primary School Whistle Blowing policy (SSCB website – procedure 2D)
- Staffordshire e-safety Tool Kit
- Children Missing from Education Policy www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policy.pdf
- Early Years Statutory Framework https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf

Links with other school policies

This policy document should also be considered within the context of other policies and documents relating to our work with children and young people.

PSHE curriculum
EYFS policy on mobile phones

Whistle blowing policy
Behaviour policy
Anti-bullying policy
Attendance policy
Staff code of conduct
Staffordshire e-safety tool kit
Staffordshire Entrust Guidance "Early Years Mobile Phone and Camera Toolkit."
Social Networking Policy

The Designated Safeguarding Lead (DSL) in this school is:

Mrs Julia Luke Head teacher

The Deputy Designated Safeguarding Lead(s) in this school are:

Mrs Sheena Podmore Mrs Pamela Lowe

The Nominated Governor for Safeguarding is:

Mrs Samantha Brian

The Chair of Governors is:

Mrs Samantha Brian

ADOPTED BY GOVERNORS ON; July 2015

REVIEW: July 2016

Further advice on Safeguarding matters can also be obtained from:

Julie Astall - Education Safeguarding Officer/LADO - 01785 278958
julie.astall@staffordshire.gov.uk

First Response Team including LADO advice (0800 1313126).
Emergency Duty Team (for out of office hours referrals for children)
0845 6042886

LST Co-ordinator (Shirley Hayes – 01782 827277, mobile 07815 827277).

Staffordshire Prevent Team
Tel: 01785 238239 or 01785 233109
Email: prevent@staffordshire.pnn.police.uk

For Stoke on Trent children
ART team tel: 01782 235100
Locality Social Worker (Laura Shaw 01782 237520/5177 or mobile: 07771 508475)

Staffordshire County Council - Education Safeguarding Advice Service 01785 895836;
Email esas@staffordshire.gov.uk
Website [Staffordshire Education Safeguarding Advice](#)