



Safeguarding in Schools Policy

September 2018

This policy has been written taking into account our school's ethos, vision and values. As a school we take pride in our own core values of being Resilient, Resourceful, Reflective, Responsible and Respectful. These core values are promoted and celebrated and underpin our school ethos. We also believe in promoting moral, spiritual, social and cultural development by providing positive experiences within the curriculum and through activities in our local community.

Safeguarding Policy

School: Hamworthy Park Junior School

Executive Headteacher: Mr D Hewitt

Head of School: Mr J Lumber

Acting Designated Safeguarding Lead/Prevent Lead: Mr D Hewitt

Designated Safeguarding Lead: Mr J Lumber

Deputy Safeguarding Officers: Mrs A Brown and Mrs K Amabile

Nominated Governor: Mrs D Austin and Ms E Travers

Chair of Governors: Mr B Meldrum

Policy review dates

Date Shared	Review Date	Changes made	By whom
October 2015	October 2015	Yes	J Law and A Brown
	September 2016	Yes	A Brown
	Summer 2017	Yes	A Brown & J Landon
	September 2017	Yes	A Brown & J Landon
	September 2018	Yes	A Brown & J Landon

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INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of the school.

This document complies with national statutory guidance, '[Keeping Children Safe in Education, September 2018](#)' and '[Working Together to Safeguard Children, 2018](#)'.

'Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'.

SCHOOL COMMITMENT

Hamworthy Park Junior School is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging, we recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.



PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school pays full regard to current statutory guidance [‘Working Together to Safeguard Children 2018’](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history, checking any gaps in employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and in all cases instigating Disclosure and Barring Service (DBS) checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- the DBS certification is obtained for **all** new appointments to our school’s workforce through the Borough of Poole’s online DBS service.
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff. The maintenance of this is the responsibility of the School Business Manager and is checked regularly by the Chair of Governors.
- our school ensures that supply staff have undergone the necessary peripatetic checks and will be made aware of this policy
- identity checks are carried out on all appointments to our school workforce before the appointment is made.

2. Safe Practice

Our school will comply with the current Safe Practice guidance to be found below: [‘Guidance for safer working practice for those working with children and young people in education settings’ 2015](#)

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question;

- discuss and/or take advice from school leadership over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or culture;
- agree to sign, and therefore comply with, the school's confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for Safeguarding and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. We use the PSHCE and ICT curriculum to help pupils learn how to keep safe as well as appropriate additional resources such as the '[Jigsaw Programme](#)'.

4. Partnership with Parents/Carers

The school shares a common purpose with parents/carers to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents/carers positively, openly and honestly. We ensure that all Parents/carers are treated with respect, dignity and courtesy. We respect Parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. (School Confidentiality Policy)

Hamworthy Park Junior School will share with parents/carers any concerns we may have about their child unless to do so may place a child at risk of harm.

Hamworthy Park Junior School is committed to ensuring the welfare and safety of all children in school. Borough of Poole schools, including Hamworthy Park Junior School, follow the Local Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parent/carers about their children. However, there may be exceptional circumstances when the school will not discuss concerns if this may put a child at risk.

We encourage parents/carers to discuss any concerns they may have with the Class Teacher, Year Leader, SENCo, Designated Safeguarded Team, a member of the Senior Leadership Team or the Pastoral Care Workers.

5. Partnerships with others

Schools do not operate in isolation but are part of a wider safeguarding system for children. The school aims to help protect the children in its care by working consistently and appropriately with a range of agencies to reduce risk and promote the welfare of children. Such agencies include social care, the police, health services and Family Outreach Workers etc. There is a joint responsibility on all of these agencies to share information to ensure the safeguarding of all children.

6. School Training and Staff Induction

The school's Designated Safeguarding Lead and members of the Safeguarding Team have undertaken the Level 3 (1 day) Safeguarding Training provided by the Bournemouth and Poole Local Safeguarding Children Board (LSCB) and attend refresher training at 2 yearly intervals. The Safeguarding Team include Damian Hewitt (Executive Headteacher), James Lumber (Head of School), Kerry Amabile (Deputy Head of School), Anita Brown (Pastoral Care Manager), Rachael Cox (SENCo) and Laurena Miller (Pastoral Care Worker).

The Head of School and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for safeguarding effectively. All school staff receive safeguarding training at least every 2 years with annual updates and notifications of any necessary changes, reminders being made available as required.

All staff are provided with the school's Safeguarding Policy and are informed about our safeguarding arrangements on induction.

All additional adults including temporary staff, volunteers and contractors are required to read and sign the schools safeguarding procedure form before working on the school premises.

7. Support, Advice and Guidance for Staff

Staff will be supported by the Head of School and the Safeguarding Team at Hamworthy Park Junior School. Additional support is available if required from the Education Safeguarding Advisor and LADO and other appropriate safeguarding organisations. The designated safeguarding governor will also support all staff including the Head of School and the Safeguarding Team.

8. Related School Policies

Safeguarding covers more than the contribution made to safeguarding in relation to individual children. It also encompasses issues such as pupil health and safety and bullying and a range of other issues, for example, arrangements for meeting the

medical needs of children, providing first aid, school security and positive behaviour. For this reason other related policies within the school reflect our safeguarding procedures and ethos and are updated accordingly.

9. Children Missing from Education

A child missing from education is a potential indicator of abuse and neglect. The school follows the Borough of Poole LA procedures “Children Who May Be Missing/Lost From Education”. The procedure for Hamworthy Park Junior School is overseen by the Attendance Officer, Jo London. The Missing Education Team can be contacted on: 01202 261980. The school’s Children Missing from Education Policy forms part of the school’s attendance procedures. Further information or advice on ‘a child missing in education’ can be found in [Keeping Children Safe in Education, September 2018](#)

10. Confidentiality

Our School has regard to [‘Information Sharing advice for safeguarding practitioners, 2018’](#)

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

We have a clear and explicit Confidentiality Policy.

The policy indicates:

- a) when information must be shared with police and Social Care where the child is may be at risk of significant harm**
- b) when the pupil’s and/or parent’s confidentiality must not be breached**
- c) that information is shared on a need to know basis**

11. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. In order to do this, the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details of at least 2 or 3 adults (if different from above);
- details of any persons authorised to collect the child from school (if in Year 3 and different from above);

- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc);
- if the child is or has been subject to a Child Protection or Child in Need Plan;
- name and contact detail of G.P;
- any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information on the central database.

12. Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents/carers on request and is on the school website;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding;
- staff undertake appropriate safeguarding training (see CPD file for dates, etc);
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in

place in regard to safeguarding children and liaises with the school on these matters where appropriate;

- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

Our Head of 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 person and other staff to discharge their responsibilities; and
- 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 in accordance with agreed whistle blowing policies.

The Designated Safeguarding Team will:

Referrals

- refer cases of suspected abuse or allegations to the MASH (local multi-agency hub) – 01202 735046;
- act as a source of support, advice and expertise within the school;
- liaise with the Head of School to inform them of any issues and on-going investigations and ensure there is always cover for this role.

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how the Bournemouth & Poole LSCB operate, and how a child protection conference and other multi-agency meetings are conducted, and be able to attend and contribute to these;
- ensure that all staff have access to and understand the school's safeguarding policy;
- ensure that all staff have induction training;
- keep detailed, accurate, secure written records and/or concerns;

- obtain access resources and attend any relevant DLS Forum, Briefings or refresher training courses.

Raising Awareness

- ensure the safeguarding policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure Parents/carers are made aware of the Safeguarding policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later;
- where a child leaves the school, ensure the safeguarding file is transferred confidentially to new school as soon as possible and remains separate to the main pupil file. If a child goes missing or leaves to be educated at home, then the safeguarding file should be forwarded to the Children, Young People and Learning Team at the Local Authority;
- where the parents/carers inform school that they wish to 'parentally educate' their child, the Children, Young People and Learning Team from the Local Authority will endeavour to undertake a home visit to discuss this with the parents/carers.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated safeguarding lead of any concerns

IDENTIFYING CHILDREN WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in our school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. **Development** means physical, intellectual, emotional, social or behavioural development. **Health** includes physical and mental health. **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may 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.

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 feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying 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.

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

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

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

Domestic Abuse

The school receives an alert from the Police when a domestic abuse event happens in a child's family. The school will offer support, will monitor and contact Social Care if they have any other concerns.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where children receive something (food, accommodation, gifts, money, drugs or alcohol or in some cases simply affection) as a result of engaging in sexual activities. The relationship involves an imbalance of power where the perpetrator uses sexual exploitation in varying degrees of coercion, intimidation, enticement, sexual bullying including cyber bullying and grooming.

Forms of abuse linked to culture faith or belief

Female Genital Mutilation (FGM) is illegal in the UK and a form of child abuse with long lasting harmful consequence. It comprises all procedures involving partial or total removal of the external female genitalia. Staff in school need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Any concerns or suspicion that a child is at risk of FGM must be referred to the Designated Safeguarding Lead. Possible indicators may include taking the girl out of school / country or the girl talking about going away for a special procedure or celebration. Schools are required to report any act of FGM having been carried out to the Police and MASH. All staff have a duty to prevent FGM occurring.

Forced Marriage

Forced marriage is also illegal in the UK and occurs where one or both people do not or, in the case of people with learning difficulties, cannot consent to the

marriage and pressure or abuse is used. The coercion can include physical, psychological, financial, sexual and emotional pressure. There might be a request for extended absence from school or the child might not return from a holiday abroad. A forced marriage is not the same as an arranged marriage

So called 'honour-based violence'.

Honour-based violence is defined as . . .

"An incident or crime which has or may have been committed to protect or defend the honour of the family and or community." ACPO

Honour based abuse is where a person is punished by their family/community for allegedly undermining what they believe to be the correct code of behaviour. This can be distinguished from other forms of abuse, as it is often committed with some degree of approval and /or collusion from family and/or community members.

Preventing Radicalisation

[The Counter Terrorism and Security Act 2015](#) places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. This includes support for extremist ideas that are part of terrorist ideology. This duty is known as the Prevent duty.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This includes calls for the death of members of our armed forces'.

We recognise that our school needs to have safeguarding arrangements which promote pupils' welfare and prevent radicalisation and extremism by assessing the risk of pupils being drawn into terrorism. Staff are trained to recognise those children who may be at risk of radicalisation and have clear procedures in place to protect and support these children. The Acting Designated Safeguarding Lead (Mr D Hewitt) has had the required 'Raising Awareness' training about Prevent (WRAP). If a child is identified as being at risk of being drawn into terrorism then a referral to MASH (Multi-Agency Safeguarding Hub) will be made.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow Part 1 and Part 4 of Keeping Children Safe in Education 2018 and the DSL and Deputy DSL's following the LSCB Safeguarding Procedures which are consistent with '[Working Together to Safeguard Children, 2018](#)' and '[What to do if you are worried a child is being abused, March 2015](#)'

It is not always the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for Safeguarding (or another senior member of staff in the absence of the designated safeguarding lead) prior to any discussion with Parents/carers.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents/carers or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Team and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that they can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;
- ask non-leading questions e.g. 'Can you tell me what happened?' rather than 'Did x hit you?' Use the T.E.D (Tell me, Explain, Describe) approach to questioning;
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

3. Action by the Designated Safeguarding Lead (or other member of the Safeguarding Team in their absence)

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child;

- making an enquiry to the MASH (Multi-agency Safeguarding Hub) on 01202 735046 for information and advice and possible referral;
- discussing the matter with other agencies involved with the family;
- the child's wishes (other than keeping a confidence).

Then decide:

- wherever possible, to talk to parent/carers, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately, by completing a Children's Social Care Referral Form, see appendix 2.

OR

- not to make a referral at this stage, just act on advice given from Duty Workers at the MASH;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment (e.g. Poole Early Help Assessment 'PEHA') and/or make a referral to other services such as early help (EHAP) services, including Family Outreach and/or School Attendance Workers, by completing the relevant documentation.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action following a Social Care referral

The designated safeguarding lead or other member of Designated Safeguarding Team will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent Child Protection Conferences or Child In Need meetings;
- if the child or children are placed on a Child Protection (CP) Plan, contribute to the Protection Plan and attend Core Group Meetings and Review CP Conferences;

- where possible, share all reports with parents/carers prior to meetings;
- when in disagreement with a decision made by Social Care or other referral agencies discuss this with the designated safeguarding lead and one of the Team Managers at MASH (Multi-agency Safeguarding Hub) to discuss reconsideration and, if applicable to initiate the Escalation Policy process;
- where a child who is on a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care.

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim on 'MyConcern' where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Safeguarding' file, separate from the child's main file. This will be locked away and only accessible to the Head of School and Safeguarding Team. These records will be transferred to any school or setting the child moves to, clearly marked 'Safeguarding, Confidential, for attention of Designated Person Safeguarding.' If the child goes missing from education or is removed from roll to be educated at home, then any safeguarding file will be sent to the Children, Young People and Learning Team at the Local Authority.

6. Supporting the Child and Partnership with Parents/Carers

- School recognises that the child's welfare is paramount, however good safeguarding practice and outcome relies on a positive, open and honest working partnership with parents/carers
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Keeping Children Safe in Education Part 4 and the Local Safeguarding Children Board guidance. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in a locked filing cabinet in the school office.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Head of School and Executive Head Teacher and make a record;
- In the event that an allegation is made against the Executive Head Teacher the matter will be reported to the Chair of Governors who will proceed as the 'Head Teacher';
- The Executive Head/Head of School will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Executive Head/Head of School may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Executive Head will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents/carers and staff
- The Executive Head will inform the Chair of Governors of any allegation.

Appendix 1 - CONTACTS

Education Safeguarding Advisor &

Local Authority Designated Officer (LADO) Julie Murphy 01202 633694/
(juliemurphy@poole.gov.uk)

Bournemouth & Poole Local Safeguarding Children Board 01202 458873

CME Coordinator Jeanette Oxley
(Children Missing Education) Kirsten Boundy 01202 261980

Poole Children & Young People's Services & Social Care (MASH) Duty Worker 01202 735046

Emergency Duty Team (Out of Hours) 01202 657279

Early Help Advice Point (EHAP) 01202 262626

School Attendance Worker Jan Traynor 01202 261980
(outreachattedance@poole.gov.uk)

Family Outreach Worker Pam Ketteridge 01202 261980
(outreachattedance@poole.gov.uk)

NON EMERGENCY POLICE 101

SAFE SCHOOLS & COMMUNITIES TEAM (SSCT) 01202 222844
(ssct@dorset.pnn.police.uk)

Appendix 2

CHILDREN'S SOCIAL CARE REFERRAL FORM



Please complete in **BLACK INK** or electronically

(This form should be used by any agency/professional to refer a child to Children's Social Care where they consider the child may be a child in need or a child at risk. Please use the Bournemouth and Poole Threshold document to guide you in making the referral)

1. Child/Young Person's Details

Surname

Forenames Date of Birth M / F

Also Known As

Current Address
 Postcode Tel No

Previous Address
 Postcode Tel No

2. Child/Young Person's Ethnicity

Caribbean Indian White British White Black Caribbean Chinese
 African Pakistani White Irish White Black African Any Other Ethnic Group
 Any Other Black Background Bangladeshi Any Other White Background White Asian Not given
 Any Other Asian Background Any Other Mixed Background

If other, please specify Religion/Faith

Child's language first Parents first language

Interpreter/signer required (give details)

Does child/young person have a disability? Yes No Please specify

Other special/cultural needs

Has child/young person received a statement of Special Educational Needs? On Code of Practice?

Child/young person's: GP (if known)

School/Early Years Setting

Has there been early help intervention prior to this referral? Yes No

If so who is the lead professional and is that at universal plus or plus partnership level?

Is a CAF completed within the last 6 months being sent with the referral form? Yes No CAF number (if known)/ Comment

If the CAF has current details there is no need to duplicate information in the referral form

Is this a referral under S.47? Yes No

Reason

3. Details of person making the referral

Surname Forenames

Post

Agency Address &
Postcode Tel No

When can you be contacted

4. Parents/person caring for child/young person

Surname	Forename	M/F	AKA	Address/Tel No	DOB	Relationship to child	Tick if P.R

Other children in household (Please indicate by *against name if another child/young person is also being referred)

Surname	Forename	M/F	AKA	DOB	Relationship to child

5. Significant others/other family members

Surname	Forename	M/F	AKA	Address/Tel No	DOB	Relationship to child	Tick if P.R

6. Agencies/professionals known to be involved

Name/Agency	<input type="text"/>	Tel No	<input type="text"/>
Name/Agency	<input type="text"/>	Tel No	<input type="text"/>
Name/Agency	<input type="text"/>	Tel No	<input type="text"/>
Name/Agency	<input type="text"/>	Tel No	<input type="text"/>
Name/Agency	<input type="text"/>	Tel No	<input type="text"/>

Has consent been given for Social Services to contact the named agencies Yes No

If 'No' please specify with reasons

7. Specific reasons for Referral

Child/young person's development strengths and needs

Parenting strengths and needs

Describe things that which affect parent(s) ability to meet the child/young person's needs

--

Family circumstances/history

--

What support has already been offered, when and what were the outcomes?

--

What support or action is being requested (please be specific about focus for any assessment)

--

Signature:
person making the referral

--

Date

--

Note: Information provided on this form and accompanying this referral will be shared with families and young people, unless indicated otherwise by the referrer or where sharing would put any individual at risk of harm

Is parent aware of referral Yes No Is child/young person aware of referral? Yes No

Has consent been given by parent/child/young person for information to be shared as part of this referral and for it to be passed to any service identified as able to meet their needs Yes No

Comments and views of parent/carer

--

Signature of parent/carer

--

Date

--

Comments and views of child/young person (if available and of age)

Signature of child/young person (if available and of age)

Date

EDUCATION: Special Needs and Attainment Record (SCHOOLS REFERRALS ONLY)

Detail about progress in school is collected as “baseline information” at the referral /initial assessment stage. The information will:

- Help us understand needs fully
- Make sure that assessment and service planning complements what is already happening in school
- Allow us to track educational achievement for use as an indication that services we provide are effective for improving well-being and life chances of children and young people

Special Educational Needs:

If the child has special educational needs please describe the nature of the need:

If they are on the Code of Practice (CoP) which stage?

Early Years		School		College	
Statement		Education, Health and Care Plan			

What agencies are involved in supporting the child/young person in their education

Attendance (current school year):

How many sessions of unauthorised absence in the current year (if any)?

(actual) out of (possible)

How many sessions of authorised absence were there (if any)?

(actual) out of (possible)

School Exclusions (current school year):

Type of exclusion	Dates & school days missed	Reasons

Current Attainment (indicate briefly how the child is performing in relation to Key Stages):

Factors affecting educational attainment (e.g. length of time without a school placement, change of school placement, relationship at school, behaviour):

CHILDREN'S SOCIAL CARE REFERRAL OUTCOME

Part A: to be completed by the person responsible for making the referral

Name:

Office Address:

<i>Name(s) of child/young person referred</i>	<i>Date(s) of birth</i>

Part B: to be completed by Children's Social Care

Following your referral dated in respect of the child(ren)/young person(s) named above. I write to advise that this is the outcome:

Please contact at this office for any further details

Name		
Post		Date
Address		
Signature		

Appendix 3

References

Key Safeguarding Websites and Documents

*Bournemouth & Poole Local Safeguarding Children Board
(Safeguarding Procedures and Training)*
<http://www.bournemouth-poole-lscb.org.uk/home>

Children Missing from Education – September 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Keeping Children Safe In Education – September 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf

What to do if you're worried a child is being abused: Advice for Practitioners – March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Counter Terrorism and Security Act 2015
<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>

Working Together to Safeguard Children – July 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Information Sharing Advice for Safeguarding Practitioners – July 2018
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Prevent duty guidance: for England and Wales, HM Government
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Information for Families

Poole Family Information Service – a vital resource for all families
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>

Other useful websites

Bullying & child abuse

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

Internet Safety

www.thinkuknow.co.uk

www.childnet-int.org

www.kidsmart.org.uk

Jigsaw Programme

www.jigsawpshe.com

School Documents

GDPR Policy

Code of Conduct Policy

Attendance Policy

Confidentiality Policy

Whistle-Blowing Policy

Emergency Response Plan

E-Safety Policy

Guidance for Staff facing an Allegation of Abuse Policy

Inclusion Policy

Positive Behaviour Policy

Anti-Bullying Policy

School Lettings Policy

The Use of Physical or Restrictive Intervention in Educational Settings and Children's Services Policy.