Tuition, Medical and Behaviour Support Service

Safeguarding Advice Section 1

Adopted: 22 September 2016
Next Review: September 2018
Governing Committee: 22 September 2017
Responsibility: G Portman
Dear Colleague

We have updated the child protection policy framework for Shropshire schools to reflect the publication of “Keeping Children Safe in Education (KCSIE) September 2016” and “Working Together (WT) March 2015.” The update has been revised in consultation with Mansel Davies and Corinne Chidley.

There have been some changes since we drafted the July 2015 School’s child protection policy framework. This policy framework should be complied with unless exceptional circumstances arise.

In this document, pages 2 – 6 contain legislation to inform your policy. Pages 7 – 16 contain the Safeguarding and Child Protection policy framework and this section must be adapted by the Head teacher/Designated Safeguarding Lead (DSL) and governors throughout before it can be adopted as school policy. (All red font needs deleting/adapting as appropriate)

When using this suggested framework you will need to also take into account any relevant documents, legislation and guidance.

Please contact either Jane Parsons (Education Access and Safeguarding Officer) or Caroline Ewels (Safeguarding Training and Development Officer) if you need any clarification on jane.parsons@shropshire.gov.uk or caroline.ewels@shropshire.gov.uk.

An electronic version of this document can be accessed on the Learning Gateway under:

https://www.shropshirelg.net/services/safeguarding/schools-and-early-years/schools-policies/ or email Jo.haswell@shropshire.gov.uk.

Yours sincerely

Jane Parsons
Education Access and Safeguarding Officer

Caroline Ewels
Safeguarding Training and Development Officer

Shropshire Council July 2016
Background information and legislation to inform Safeguarding and Child Protection policy.

Schools (including independent schools, non-maintained special schools Academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Governing bodies/proprietors/management committee must consider how children are taught about safeguarding, (including online), through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).

Schools should have arrangements in place that reflect the importance of safeguarding and promoting the welfare of children, ensuring that:

- The school or college contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children 2015.” This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans

- Governing bodies and proprietors appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead (DSL). The DSL should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder’s job description

- Whilst it is a matter for individual schools and colleges as to whether they choose to have one or more deputy DSL(s), any deputies that are appointed should be trained to the same standard as the DSL.

- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL. This responsibility MUST not be delegated.
There is a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;

There is a culture of listening to children and taking account of their wishes and feelings and that there are systems in place for children to express their views and give feedback.

That there are procedures in place to handle allegations of peer on peer abuse. Peer on peer abuse can manifest itself in many ways. Governors and proprietors should ensure the schools or colleges approach to “sexting” is reflected in the child protection policy.

Arrangements clearly set out the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);

The role of the DSL is to:

- Be fully conversant with the Shropshire Safeguarding Children Board (SSCB) Child Protection (CP) procedures and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to Safeguarding and CP.
- Provide supervision and guidance to Deputy DSLs
- Ensure that all deputy DSLs are trained to the same standard as themselves
- Liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Refer individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCB guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Undertake “Prevent” awareness training and lead on this within the school/college. They must assume responsibility for organising training on all aspects of Safeguarding and CP within school, and to act as a school-based resource on CP issues for staff.

In greater detail, this involves the following:

- Ensuring that all staff, both teaching and non-teaching, know about, and have access to the SSCB procedures for Safeguarding and CP and that all cases of suspected abuse are reported appropriately.
- Providing support for staff who make referrals to LA children’s social care.
- Referring cases to the Channel programme where there is a radicalisation concern as required
- Providing support for staff who make referrals to the Channel programme
- Referring cases to the Disclosure and Barring Service (DBS), where a staff member is dismissed or left due to risk/harm and ensuring that the Designated Officer in the Local Authority (LADO) is notified.
- Referring cases where a crime may have been committed to the Police as required.
- Ensuring all staff receive regular child protection updates (at least annually).
Ensuring that all teaching and non-teaching staff attend Shropshire Safeguarding Children Board endorsed child protection awareness training every three years.

Ensuring that all Deputy DSLs regularly update their child protection training (at least annually) and attend SSCB endorsed child protection update training every two years.

Ensuring that the school/college is compliant with the “Prevent” duty requirements so that:

- All staff are trained in awareness of “Prevent”
- All teachers are trained in “Prevent” curriculum requirements including British Values.
- The school can demonstrate the impact on the pupils of promoting British Values.
- The Deputy DSL’s are clear about their lead role in respect of “Prevent” and the process of a “Prevent” referral
- The job description of the Deputy DSLs also includes the “Prevent” duty
- The e-safety policy and the safeguarding and child protection policy clearly state the “Prevent” duty

- Work with others
  
  Liaise with the headteacher or principal to inform him or her of safeguarding or child protection, especially ongoing enquiries under section 47 of the Children Act 1989 or ongoing police investigations.
  
  Liaise with the “case manager” and the LADO if relevant i.e if there are safeguarding or child protection concerns involving a staff member.
  
  Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
  
  Lead on or participate in Early Help Multi-Agency interventions

- Undertake training
  
  To ensure that they and any deputies undergo training to provide them with the knowledge and skills required to carry out the role.

  To ensure that they and any deputies, in addition to the formal training set out above, have further opportunity to develop their knowledge and skill base (this might be via e-bulletins, meeting other DSL, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

  Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments

  - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
  - Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff;
• Are alert to the specific needs of children in need, those with special educational needs and young carers
• Are able to keep detailed, accurate, secure written records of concerns and referrals
• Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised
• Inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015)

- Maintain responsibility for Child protection files
  - Ensure that all child protection files are stored securely and accessed only by authorised individuals compliant with the Data Protection Act 1998.
  - Where children leave the school or college the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. They should ensure it is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt obtained.

- Ensure availability
  During term time the DSL should ensure that they (or a deputy) are always available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

- Adhere to Safe Recruitment policy
  It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people that might abuse children (KCSIE 2016 pg 22-27)
  - All staff members should also receive appropriate child protection training which is regularly updated and DSLs must receive updated training every two years.
  - Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
  - Staff should be given a mandatory induction, to include familiarisation of child protection responsibilities and procedures that must be followed if anyone has any concerns about a child’s safety or welfare. Staff in schools and colleges should ensure that all staff read at least part one of KCSIE 2016.
  - Ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction;
  - All professionals should have regular reviews of their own practice to ensure they improve over time.
  - All schools and colleges have to be compliant with the requirements of the LSCB, In Shropshire this includes regular auditing of child protection procedures.
Clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

In addition:
- The Designated Officer in the Local Authority (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;
- Any allegation should be reported immediately to the head teacher within the school. The LADO should also be informed within one working day of all allegations that come to an employer’s attention or that are made directly to the police; and
- If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the DBS. It is an offence to fail to make a referral without good reason.

In addition to these section 11 duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

**Schools and colleges**

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.