

WILLOW TREE PRIMARY SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURE



VANTAGE ACADEMY TRUST

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PRICIPLES FOR CHILD PROTECTION AND SAFEGUARDING CHILDREN

Purpose and Principles

Willow Tree Primary School as part of the Vantage Multi Academy Trust (herein the 'Trust') will strive to ensure that all its pupils remain safe and free from harm and is committed to playing a full and active part in the multi-agency response to child protection concerns. The purpose of this document is to ensure that all staff are aware of the arrangements that Willow Tree Primary School has in place for safeguarding and promoting the welfare of its pupils. It gives guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to all aspects of the child protection process.

Para. 2

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider, at all times, what is in the **best interests** of the child.*

Keeping Children Safe in Education, September 2018.

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DESIGNATED SAFEGUARDING LEADS: Mrs. Riley and Mrs. Wilkinson

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INTRODUCTION

- 1.1 The duties imposed by section 175 or 157 (for Independent/voluntary schools) of the Education Act 2002 make explicit the responsibility of proprietors to safeguard and promote the welfare of children as part of their common law duty of care towards the children for whom the school is responsible. The responsibility for making sure arrangements are in place, in accordance with the guidance given by the Secretary of State lies with the Local Advisory Board (LAB).
- 1.2 There are two aspects to safeguarding and promoting the welfare of children. They are that arrangements are in place:
 - To take all reasonable measures to ensure that risks of harm to children's welfare are minimised.
 - To take all appropriate actions to address concerns about the welfare of any child, or children, working together with the Knowsley's Safeguarding Children Board (KSCB) and the agreed policies and procedures in full partnership with other local agencies.
- 1.3 The arrangements that the school has in place will provide for both these aspects of safeguarding children's welfare.
- 1.4 The document entitled "Working Together to Safeguard Children" (DfE 2018) places a general duty on schools to work and co-operate with other agencies to safeguard and promote the welfare of children. Willow Tree Primary School is committed to do this by having an open and honest transparent line of communication.
- 1.5 The School's responsibilities are outlined in the statutory guidance for schools and colleges "Keeping Children Safe in Education (KCSiE)" (DfE September 2018).
- 1.6 This policy document and related procedures are underpinned by the good practice on the information linked to the Knowsley Safeguarding Children Board 'Framework for Action' (October 2014).

KEY DEFINITIONS AND CONCEPTS

2.1 **Child**

The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting

the welfare of children however will extend to all children who visit Willow Tree Primary School as well as all pupils of the school.

2.2 Safeguarding and Promoting the Welfare of Children

“Keeping Children Safe in Education” (DfE September 2018), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development, and
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

2.2.1 Safeguarding children’s welfare encompasses matters such as bullying and health and safety, (about which there are specific statutory requirements) together with a range of other issues, for example, arrangements for meeting the medical needs of children with medical conditions, providing first aid, school security, drugs and substance misuse, etc. about which the Secretary of State has issued guidance. Details of the School’s policies in these areas are contained in other documents.

2.2.2 This policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that, regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of activities at Willow Tree Primary School in a safe child centred environment. In addition, ensuring the protection of children from abuse whilst participating in education wherever such learning/activity takes place.

2.2.3 Within this policy, the understanding is that some children, including children with special education needs and disabilities, can be particularly vulnerable to abuse and neglect. It is understood that:

Para. 107

...“additional barriers can exist when recognising abuse and neglect in this group of children. This can include,

- *assumptions that indications of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;*
- *being prone to more peer group isolation than other children;*
- *the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and*
- *communication barriers and difficulties in overcoming these barriers”.*

Keeping Children Safe in Education, September 2018.

2.3 **Child Protection**

Is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

2.4 **Significant Harm**

The definition of significant harm is not prescriptive. The interpretation will depend largely on professional judgement, based on the known facts. It can include inappropriate touching, an assault, or a series of compounding events e.g. bullying. Other factors to be considered include the age and vulnerability of the child, the degree of force used, the frequency of the harm, the nature of the harm in terms of ill treatment, and the impact on the child's health and development.

GENERAL PRINCIPLES

- 3.1 The child's welfare is paramount.
- 3.2 All children have an absolute right to a childhood free from abuse, neglect or exploitation.
- 3.3 All members of Willow Tree Primary School staff have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report and refer any concerns however "minor" they appear to be. [NB It is NOT, however the role of school staff to investigate those concerns.]
- 3.4 Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.
- 3.5 Children are best protected when professionals work effectively together and share responsibility for protective action.
- 3.6 Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is subject to Child Protection Plan, information about the child and their circumstances will only be shared on a "need to know" basis.
- 3.7 Willow Tree Primary School is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.
- 3.8 The school has in place robust systems that deter possible abusers and will manage effectively any allegations or concerns about abuse if they arise.

- 3.9 When children make allegations about abuse or neglect they will always be listened to, have their comments taken seriously and, where appropriate, the allegations will be investigated thoroughly by the child's social worker.

SCOPE

- 4.1 This policy and its procedures do not form part of the contract of employment; however, they apply to all full and part time employees of the school, including those employed on temporary or fixed-term contracts. Volunteers and contractors who offer their services to the school and parents will be made aware of this document (see Appendices A and B).
- 4.2 The school's Policy and Procedures will apply at all times when the school is providing services or activities directly under the management of Willow Tree Primary School staff. This policy will be reviewed annually and may be amended from time to time. Should any deficiencies or weaknesses in child protection arrangements become apparent, these will be remedied without delay.

PREVENTION

- 5.1 Willow Tree Primary School takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming the victims of abuse, neglect or exploitation. It does this in a number of ways:
- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds
 - By identifying members of staff who have overall responsibility for Child Protection matters
 - By ensuring these members of staff receive training in this field and act as a source of advice and support to other school staff
 - By informing children of their rights to be free from harm and encouraging them to talk to school staff if they have any concerns, and
 - Through SMSC (Spiritual, Moral, Social & Cultural) and promoting British values, Willow Tree Primary School provides an on-going programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to address the issue of child protection in the wider context of child safety in general.

EARLY HELP

Para. 7

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges as any point in a child's life, from the foundation years through to the teenage years.

Keeping Children Safe in Education, September 2018

- 6.1 Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care. Effective early help relies upon local agencies working together to:
- identify children and families who would benefit from early help;
 - undertake an assessment of the need for early help; and
 - provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.
- 6.2 Willow Tree Primary School is committed to early help and identification of unmet needs and vulnerabilities of its pupils and works in partnership with other agencies to promote the welfare of the pupils and to keep them safe. Willow Tree Primary School adheres to Knowsley's Framework for Action (October 2014) and will implement the Early Help process to support the wellbeing of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse. The Early Help process involves working with children and their families to engage and include them as equal partners and to support them to access additional services and support them to access additional services that can promote positive outcomes.
- 6.3 Knowsley's MASH Team provides advice, support, guidance documents and training on Early Help processes. They can be contacted by phone: 0151 443 2600; Email: knowsley.mash@knowsley.gcsx.gov.uk
- 6.4 **Concerns**
All staff employed by Willow Tree Primary School has a duty to report and refer any concerns to the relevant member of staff (DSL – Elaine Wilkinson) who has overall responsibility for Child Protection matters.

Definitions/categories of abuse may be of limited help where signs are inconclusive; however staff will be expected to familiarise themselves with the definitions/categories of abuse and the indicators as shown below.

TYPES OF ABUSE AND NEGLECT

- 7.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children
- 7.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 7.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- 7.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not

solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

- 7.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

SPECIFIC SAFEGUARDING ISSUES

Para. 47

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Keeping Children Safe in Education, September 2018

8.1 **Child Exploitation**

All staff should recognise child exploitation as a form of child abuse. This occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive children under the age of 18. The nature of exploitation can be sexual, where sexual activity takes place in exchange for something, the victim needs or wants, financial advantage, or increased status of the perpetrator or facilitator. It can also be criminal, where drug networks or gangs groom and exploit children to carry drugs and money across county lines, from urban areas to suburban and rural areas, market and seaside towns.

- 8.1.1 **Team Shield** - Knowsley has a dedicated multi-agency team that aims to work together with children, families and the community to offer a range of services to reduce the risk of child exploitation. Team Shield can provide a central point for professionals to receive expert support with reference to child exploitation. They provide a coordinated and proactive response to child exploitation: prevention, safeguarding and prosecution.

Where staff in school have concerns relating to child exploitation, and the case is not already open, they should follow the procedures detailed in this

policy and complete a Multi-Agency Referral Form (MARF) and Child Exploitation referral 1. Once completed it is sent into Multi Agency Safeguarding Hub (MASH) where it will then be processed and forwarded to Shield. If concerns are in relation to an open case in Knowsley, then school staff can complete the CE 1 on the liquid logic Early Help module and send it to the Shield tray.

8.2 Domestic Abuse

This is defined as any incident, pattern of incident of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children.

8.2.1 Operation Encompass

All Knowsley schools have a named Operation Encompass (OE) contact. When the Police attend a Domestic Abuse call and they are aware children have been present, they will record details of the school or nursery provision the child attends. The relevant schools or settings will be contacted and made aware as early as possible of the incident. Once the school OE champion is aware, they can take actions to support and safeguard the child. The actions taken by the school will be recorded Operation Encompass recording sheet.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk.

Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyber bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse

- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

FURTHER INFORMATION ON CHILD SEXUAL EXPLOTATION, CHILD CRIMINAL EXPLOTATION AND FEMALE GENITAL MUTILATION

9.1 **Child sexual exploitation (CSE)**

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites, such as Facebook, Snapchat, Instagram, BBM (Blackberry Messenger) and mobile devices. If you are worried that a child or young person you know may be being sexually exploited or may need more information about Child Sexual Exploitation, it is available through Knowsley’s MASH Team, Shield CSE Team or via the website on <https://www.knowsleyscb.org.uk/>

9.2 **Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Para. 34

*Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.*

Keeping Children Safe in Education, September 2018.

9.2.1 Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi-Agency Practice Guidelines.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi agency guidance this will apply to schools.

9.2.2 Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where an adult discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

More information about FGM is available on the Knowsley Safeguarding Children website: which is <https://www.knowsleyscb.org.uk/>.

9.2.3 Mandatory Reporting Duty for FGM

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 **teachers, 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.

PREVENTING RADICALISATION

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be part of a schools' or colleges' safeguarding approach.

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- 10.1 Protecting children from the risk of radicalisation is seen as part of Willow Tree Primary School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people from being radicalised.
- 10.2 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.
- 10.3 As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.
- 10.4 **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 the need to prevent people from

being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which this duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ('Prevent Guidance'). Paragraphs 57-76 of the Prevent Guidance are concerned specifically with schools.

- 10.4.1 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.
- 10.4.2 Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- 10.4.3 The Prevent duty builds on existing local partnership arrangements. For example, the LAB and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- 10.4.4 The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.
- 10.4.5 The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

10.5 Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. 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.

10.5.1 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 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 panels.

10.5.2 More information can be found on the website of Knowsley Safeguarding Children Board. When it is suspected that a pupil is vulnerable to radicalisation or there are concerns regarding a pupil's behavior, the process is to refer to Knowsley's Channel Panel, this generally would be the Safeguarding Lead who would contact Knowsley's MASH Team.

Extremism

Is the Vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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PEER ON PEER ABUSE

11.1 All staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

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All staff should be aware that safeguarding issues can manifest themselves via peers on peer abuse. This is most likely to include but is not limited to:

- *Bullying (including cyber bullying)*
- *Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.*
- *Sexual violence and sexual harassment;*
- *Sexting (also known as youth produced sexual imagery); and*
- *Initiation/hazing type violence and rituals*

Keeping Children Safe in Education, September 2018

Peer on peer abuse is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. All allegations of peer on peer abuse will be recorded as a child welfare concern and will be dealt with in line with the school behaviour policy and anti-bullying policy.

11.2 Youth Produced Sexual Imagery/Sexting

Youth produced sexual imagery/Sexting is when someone shares sexual, naked or semi naked images or videos of themselves or others. It includes the sending of sexually explicit images, or text messages. The images or messages can be sent by mobiles, tablets, smart phones or laptops or any device that enables messages and images to be shared or sent.

11.2.1 Sexting and the Law

A young person is breaking the law if they;

- take an explicit photo or video of themselves or a friend
- Share an explicit image or video of a child, even if is shared between children of the same age
- possess, download or explore an explicit image or video of a child, even if the child gave their permission for it to be created.

As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest.

2.

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to a school or college's attention:

- *The incident should be referred to the DSL as soon as possible*
- *The DSL should hold an initial review meeting with appropriate school staff*
- *There should be subsequent interviews with the young people involved (if appropriate)*
- *Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm*
- *At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.*

**Sexting in Schools:
Responding to Incidents and Safeguarding Young People 2016**

11.3 Child on Child Sexual Violence and Sexual Harassment

In line with this policy when dealing with a disclosure of child on child sexual violence and sexual harassment it is essential that all victims are reassured that they are being taken seriously.

11.3.1 When there has been a report of sexual violence, the designated safeguarding lead should make an immediate risk and needs assessment in relation to all the children involved. The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator; and
- All the other children (and if appropriate adults students and staff) at the school, especially any actions that are appropriate to protect them.

11.3.2 Every report of child on child sexual violence and harassment will be considered on a case-by-case basis. There are four likely options for schools to consider when managing such reports.

1. Managing Internally
2. Early Help
3. Referrals to children's social care
4. Reporting to the Police

It is imperative across all options, that all concerns, discussions, decisions and reasons for decisions are accurately recorded.

- 11.4 In line with the Knowsley procedures, when considering a referral into Early Help, Children's Social Care, or the Police, schools should access the guidance detailed in the Children who display Sexually Inappropriate and Harmful Behaviour Protocol.

<http://knowsleyscb.proceduresonline.com/index.htm>

- 11.5 Staff have a particular contribution to make in listening to children and young people who have experienced abuse.

- 11.6 This should be valued and recognised, however it is understood that this work will only be carried out as part of an agreed plan and with a view to ensure it does not impact on any legal processes through which the child may be involved.

- 11.7 It is recognised that children who are abused or who witness domestic abuse may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and hold some sense of blame. School may be the only stable, secure and predictable element in the lives of children and young people who are at risk.

- 11.8 In line with KCSiE Guidance, September 2018, we will endeavour to support children and young people through;

- Ensuring the content of the curriculum encourages self-esteem and self-motivation.
- Promoting an ethos of positive support and create a safe and secure environment for staff and students.
- Upholding the school behaviour policy, ensuring students are aware that whilst some types of behaviour are unacceptable, however they are valued and not blamed for any abuse that may have occurred.
- Recognising that children and young people living in environments where there is domestic abuse, adult drug/alcohol misuse, adult mental health issues and/or criminality are vulnerable and may be in need of support and protection
- Monitoring the welfare of children and young people who are its students, keeping accurate records, and notifying Children's Social Care via the Multi Agency Safeguarding Hub (MASH) as soon as there is a child protection concern at level 4 in the Knowsley Model of Children in need.

- Identifying a key member of staff as an Operation Encompass Champion whose role is to receive information from the Police relating to incidents of Domestic Abuse
- Initiating and contributing to assessments relating to the child or young person and their family, including Early Help Assessments in line with the Knowsley Model of Children in Need.

Para. 59

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

Keeping Children Safe in Education, September 2018

LOOKED AFTER CHILDREN

- 12.1 The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Principal must ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- 12.2 The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. (See appendix G for more information on designated teacher for looked after children).

Knowsley's Educational Support team for Children Looked After.

- 0151 443 3228
- Email address: CLAEducationAdmin@knowsley.gov.uk

- 12.3 Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do

NOT engage in inappropriate electronic communication of any kind with a child.

INDICATORS

13.1 The school acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. The child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- Have an injury for which the explanation seems inconsistent.
- Describe what appears to be an abusive act in which they were involved – verbally or in written form such as an essay or drawing.
- Show unexplained changes in behaviour - e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time.
- Demonstrate age inappropriate sexual awareness.
- Engage in sexually explicit behaviour in games/PE or other areas of the school.
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected.
- Have difficulty in making friends.
- Be prevented from socialising with other children.
- Showing signs of depression, self-injury, suicidal tendencies.
- Display variations in eating patterns including overeating or loss of appetite.
- Lose weight for no apparent reason.
- Become increasingly dirty or unkempt, with inadequate or damaged clothing.

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse is actually taking place. It is **not** the responsibility of

members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns.

MISSING FROM EDUCATION

14.1 All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include,

- Abuse and neglect
- Sexual abuse
- Exploitation
- Mental health problems
- Risk of substance misuse
- Risk of travelling to conflict zones
- Risk of Female Genital Mutilation
- Risk of Forced Marriage

14.2 Every attempt should have made by the school to make contact with the child and their family. After 10 days if the child is still missing from education, the school should inform the Local Authority CME officer, and the local CME procedures followed.

14.3 All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

14.4 A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

14.5 The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

14.6 **All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:**

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the Principal does not reasonably believe they will be returning to the school at the end of that period; or,

14.7 The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

14.8 **All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).**

14.9 **Notification and Referral Route**

If a practitioner becomes aware of a child missing from education (in whatever capacity), they should notify the Knowsley CME Officer 0151 443 5118.

All cases of children and young people missing education or at risk of doing so should be reported to the CME Officer to ensure that comprehensive data on the issues is recorded. Even if a worker is ensuring that the child or young person moves swiftly into appropriate provision they should still make a referral.

WHAT WILLOW TREE PRIMARY SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

- 15.1 Willow Tree Primary School staff who have concerns about a child they should raise these with the school's designated safeguarding leads (DSL).
- **Mrs Elaine Wilkinson (Learning Mentor - DSL)**
 - **Mrs Emma Riley (Principal - DSL)**
- 15.2 It will be the responsibility of the DSL to ensure that appropriate advice is obtained from the Children's Social Care Department and that the relevant paperwork is completed.
- 15.3 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
- 15.4 It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.
- 15.5 The Department for Education has produced advice '*What to do if you are worried a child is being abused*' (2015) – *Advice for practitioners* to help practitioners identify child abuse and neglect and take appropriate action in response.
- 15.6 Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
- 15.7 If an incident happens outside normal school time or during an out of school activity, and neither the designated safeguarding lead, nor the Principal, nor any other senior staff member is available, then the member of staff will contact the Police or the Children's Social Care within the Children's Services Department of the Local Authority as soon as possible. The member of staff will inform the Designated Person, Principal, Deputy Principal or other senior member of staff as soon as possible.

WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICES WITHIN WILLOW TREE PRIMARY SCHOOL

- 16.1 Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's management team.
- 16.2 Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

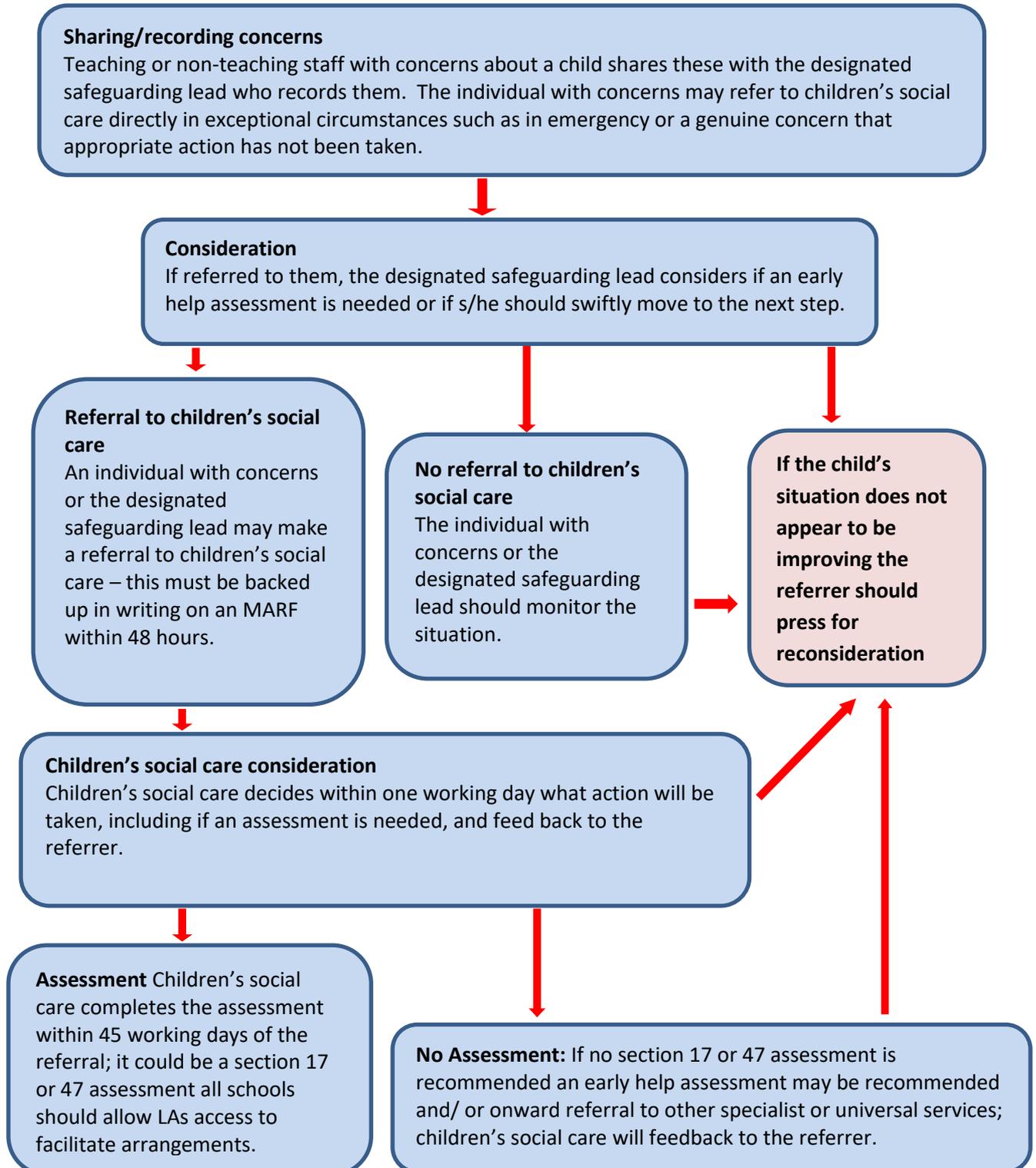
Para. 28

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local authority's referral process.

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ACTION WHEN A CHILD HAS SUFFERED OR IS LIKELY TO SUFFER HARM

17.1 This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



17.2 It is recognised that a child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when school staff or volunteers are present.

In these situations staffs are required to:

- Listen to the child, and allow the child to freely recall significant events, keeping questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.
- Reassure the child but tell them that a record of the information given will be made, and do this. Include timing, setting and others present. Record the child’s demeanour as well as what is said.
- Explain that they cannot promise to keep confidential anything the child says if the matter is related to child protection or abuse.
- Explain that help may be required to keep them safe, but do not ask the child to repeat their account of events to anyone else.

17.3 The individual who receives the information will be expected to pass it on as a matter of urgency to the DSL (see Appendix C) to record the information.

| Do | Don't |
|--|---|
| <ul style="list-style-type: none"> • Stay Calm • Listen carefully, let the child tell their story and take it seriously • Keep the child informed about what you are doing and what is happening at every stage • Reassure them they have done nothing wrong and it is not their fault • Make a full record of what has been said as soon as possible | <ul style="list-style-type: none"> • Promise confidentiality. Be honest about your own position, who you will have to tell and why • Ask leading questions (e.g. Did your mother do this to you) • Press the child for more details • Make promises (e.g. this will never happen again) |

17.4 Once a disclosure has been made or a concern has been shared, the Designated Safeguarding Lead will consider the information, if necessary take advice, and will make a decision following the guidance detailed in Para 24, KCSIE, 2018.

Para. 24

- Managing any support for the child internally via the school or college's own pastoral support processes;
- An early help assessment; or
- A referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm

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ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

- 18.1 The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment that secures the wellbeing and very best outcomes for children and young people in their care; however children can be subjected to abuse by those who work with them in any and every setting.
- 18.2 We also know that some professionals may feel vulnerable to false allegations. The length of time taken to deal with cases, plus the widespread publicity some cases attract can have very damaging effects on children, the adults involved, their families and their carers. It is in everyone's interest to have a rigorous, fair and timely system for dealing with allegations of abuse.
- 18.3 This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school that provides education for children under 18 years of age has:
- Behaved in a way that has harmed a child, or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- 18.4 This part of the guidance relates to members of staff who are currently working in Willow Tree or regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

18.5 On receipt of such an allegation, the School Principal must follow the first five minutes (see appendix D) and contact Simon Bramwell (CEO of the Vantage Multi Academy Trust) and Jackie Evans on 0151 443 3928, Local Authority Designated Officer (LADO) to seek advice within one working day.

18.6 If the allegation concerns the School Principal, the member of staff receiving the allegation will speak immediately to CEO of the Trust and LADO. Additionally, the Chair of the LAB (or the Vice Chair in their absence) will be notified.

18.7 **Information for Staff**

Willow Tree Primary School has a duty of care to our employees. Our school ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

18.8 **Initial Considerations**

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

18.8.1 Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to a school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

18.8.2 The following definitions should be used when determining the outcome of allegation investigations:

Para. 193

- **Substantiated:** There is sufficient evidence to prove the allegation;
- **Malicious:** There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** There is sufficient evidence to disprove allegation;
- **Unsubstantiated:** There is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** To reflect cases where there is no evidence or proper basis which supports the allegation being made.

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18.8.3 In the first instance, the School Principal, or where the Principal is the subject of an allegation, the Chair of the LAB or CEO of the Trust (herein the 'case manager'), should immediately discuss the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

18.8.4 LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the LADO in order to help determine whether police involvement is necessary.

18.8.5 The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

- 18.8.6 The case manager should inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children’s social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step. See the full Managing Allegations Policy/Guidance, further information on <https://www.knowsleyscb.org.uk/wp-content/uploads/2016/01/ALLEGATIONS-AGAINST-STAFF-PROCEDURES-Jan-16.pdf>
- 18.8.7 If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children (2018). If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
- 18.8.8 Where it is clear that an investigation by the police or children’s social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated office(s) should discuss the next steps with the case manager. In those circumstances, the options open to the school, depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person’s services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.
- 18.8.9 In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer(s) should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school’s staff.
- 18.8.10 In other circumstances, such as lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator. Many local authorities already provide for an

independent investigation of allegations, often as part of the personnel services that maintained schools can buy in from the authority. It is important that local authorities ensure that schools have access to an affordable facility for independent investigation where that is appropriate.

18.9 Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation).

- 18.9.1 The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. The provisions commenced on 1 October 2012.
- 18.9.2 The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).
- 18.9.3 In accordance with the Association of Chief Police Officers’ (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates’ court to request that reporting restrictions be lifted).
- 18.9.4 The case manager should take advice from the LADO, police and children’s social care services to agree the following:

- **WHO** needs to know and, importantly, exactly what information can be shared;
- **HOW** to manage speculation, leaks and gossip;
- **WHAT**, if any information can be reasonably given to the wider community to reduce speculation; and
- **HOW** to manage press interest if and when it should arise.

18.10 Managing the Situation and Exit Arrangements

18.10.1 Resignations and ‘settlement agreements’

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the school from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

‘Settlement agreements’ (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person’s notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

18.10.2 **Record Keeping**

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer

All record keeping is electronically stored via SIMs.

18.10.3 **References**

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

18.10.4 **Timescales**

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute

appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

18.10.5 **Oversight and Monitoring**

LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with Knowsley Safeguarding Children Board (KSCB) on the subject. LADO will provide advice and guidance to the case manager, in addition to 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. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

18.10.6 **Police forces should also identify officers who will be responsible for:**

- Liaising with the designated officer(s);
- Taking part in the strategy discussion or initial evaluation;
- Subsequently reviewing the progress of those cases in which there is a police investigation; and
- Sharing information on completion of the investigation or any prosecution

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

18.10.7 **Suspension**

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the LADO or police. But suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the LADO. In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school, it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- Providing an assistant to be present when the individual has contact with children;
- Redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- Temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is assigned to the School Principal, or the LAB. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, LADO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

18.10.8 Information Sharing

In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation and about the alleged victim – in line with the GDPR regulations (May 2018).

Where the police are involved, wherever possible the School should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

18.10.9 Specific Actions

- *Following a criminal investigation or a prosecution:*

The police should inform the employer and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

- *On Conclusion of a Case:*

If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the case manager and their personnel adviser whether the school will decide to make a referral to the DBS for consideration of inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school.

- *In respect of malicious or unsubstantiated allegations:*
If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the principal or LAB should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.
- *Learning lessons:*
At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

THE MANAGEMENT OF SAFEGUARDING

19.1 **The responsibility of Local Advisory Board (LAB) and Principals**

The School LAB and School Principal must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or are effective and comply with the law at all times.

19.2 **Inter-agency working**

The Principal should ensure that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (2018). 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. All schools should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

The LAB and the school Principal should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Knowsley Safeguarding Children Board (KSCB). Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 the LSCB can require a school to supply information in order to perform its functions; this must be complied with.

The LAB should ensure a member of the LAB, usually the chair, is nominated to liaise with the LADO from the relevant local authority and partner agencies in the event of allegations of abuse made against the Principal. In the event of allegations of abuse being made against the Principal, allegations should be reported directly to the LADO.

19.3 Safeguarding policies

The Trust, LAB and School Principals should collectively ensure there is an effective child protection policy in place together with a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include- staff/pupil relationships and communications including the use of social media. Both should be provided to all staff – including temporary staff and volunteers – on induction.

Principals should ensure that the policies and procedures adopted by the LAB and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

19.4 The Designated Safeguarding Lead – DSL

The LAB and proprietors should appoint a member of staff to the role of designated safeguarding lead (DSL). This should be explicit in the role-holder's job description (KCSiE 2018) which describes the broad areas of responsibility. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The DSL should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children (2018). There should always be cover for this role.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

The DSL should undergo updated child protection training every two years. The Principal and all staff members should undergo child protection training which is updated regularly, in line with advice from the KSCB.

19.5 **Opportunities to teach safeguarding**

The LAB and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE).

19.6 **Inspection**

The assessment of the quality of leadership and management made during an Ofsted inspection includes an assessment of the effectiveness of the safeguarding arrangements in place in the school to ensure that there is safe recruitment and that all children are safe. The [Ofsted handbook](#) provides further information on what inspectors must do and what school and can expect, and provides guidance for inspectors on making their judgements. There is also best practice material available. Inspections of independent schools will check that the Independent School Standards which concerns the welfare, health and safety of children, are met. Individual inspectorates have published frameworks which inform how they inspect independent schools.

19.7 **Safer Recruitment**

In line with this guidance, LAB and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The school should have written recruitment and selection policies and procedures in place.

19.8 **Looked After Children**

LAB's of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with

parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Appendix A – WTPS Summary of Child Protection and Safeguarding Children Policy and Procedures for Contractors and Volunteers

The summary of this policy and procedures is shown below and a copy of this, including the Categories of Abuse (from Working Together to Safeguard Children 2017 & Keeping Children Safe in Education 2018) will be issued to **all** school staff both permanent and temporary, and also to any volunteers or contractors who work with the children.

All volunteers, contractors and staff engaged or employed by Willow Tree Primary School have a duty to report and refer any concerns they may have to the relevant member of staff who has overall responsibility for child protection matters. The relevant members of staff are:

- *Mr S. Bramwell OBE (CEO)*
- *Mrs E. Riley (Principal)*
- *Mrs E. Wilkinson (Learning Mentor)*

Definitions/categories of abuse are shown below and volunteers, contractors and staff engaged or employed by Willow Tree Primary School are expected to familiarise themselves with them.

Physical Abuse

- Physical attack of any form
- Giving of drugs including alcohol
- Excessive training in sport

Sexual Abuse

- Penetrative or non-penetrative acts by males or females
- Showing of pornographic material

Emotional Abuse

- Persistent lack of affection
- Constant threatening behaviour
- Constant overprotection
- Unrealistic pressure to perform to high expectations
- Exposure to violence to other(s) within the child's household

Neglect

- Persistent failure to meet a child's basic needs
- Failure to protect from harm
- Failure in ensuring access to medical treatment
- Leaving a child without supervision

Other

- Any actions that single out a pupil for special attention and could therefore be interpreted as ‘grooming’ a pupil (or a child who is linked to the school in some way)
- Staff needs to be fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child.

A child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when school staff or volunteers are present.

Any member of school staff, or any volunteer hearing an allegation from a child that abuse has, or may have, occurred should:

Receive

- What is said
- Accept what you are told – you do not need to decide whether or not it is true
- Listen without displaying shock or disbelief.

Reassure

- The child
- Acknowledge their courage in telling you
- Do not promise confidentiality
- Remind them they are not to blame – avoid criticising the alleged perpetrator
- Do not promise that “everything will be alright now” (it might not be).

React

- React calmly, respond to the pupil but do not interrogate
- Avoid leading questions but ask open ended ones
- Clarify anything you do not understand
- Explain what you will do next i.e. inform the Designated Person for Child Protection.

Record

- Make notes as soon as possible – during the interview if you can
- Include:
 - Time
 - Date
 - Place
 - The pupil’s own words – do NOT assume: Ask “Please tell me what means”.
- Describe observable behaviour

- Do not destroy your original notes – they may be needed later on.

Support

- Consider what support is needed for the child – you may need to give them a lot of your time
- Ensure you are supported – such interviews can be extremely stressful and time consuming
- Talk to your Designated Safeguarding Lead/Principal/Line Manager
- Consider using the Knowsley Safeguarding Children Board (BSCB)

Willow Tree Primary School is committed to safeguarding and promoting the welfare of children.

APPENDIX B – WTPS CHILD PROTECTION AND SAFEGUARDING CHILDREN FOR PARENTS AND CARERS

Introduction

Willow Tree Primary School will strive to ensure that all pupils remain safe and free from harm, and the school is committed to playing a full and active part in the multi-agency approach to child protection concerns. Additionally, the school has a legal duty to safeguard and promote the welfare of children, and to have a child protection policy and procedures in place, which should be shared with parents, to address concerns about the safety and protection of children.

Through their day to day contact with pupils, and direct work with families, staff who work in schools have a crucial role to play in noticing indicators of possible abuse or neglect. Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the local child protection procedures to report their concern to Children's Social Care immediately. To avoid any misunderstandings therefore, parents of children who sustain accidental injuries outside school, which result in cuts/bruises/fractures should inform the school **without delay** and explain the cause.

Principles

- Children have a right to be safe.
- Parents have a right to be informed.
- Children are best protected when parents and school can work together.

Partnership

School will inform parents of any concerns about their children (providing it does not compromise the child's safety) and will help and support them as necessary.

Prevention

School will take positive action to prevent children suffering abuse and neglect through the development of an open culture that informs children of their rights, and encourages them to speak about any concerns. The school will also address the issue of children's safety through the curriculum.

Responding to Concerns

School will refer all allegations or concerns that a child has been, or is likely to be, abused or neglected to Children's Social Care within the Children's Services Department.

School will consult with other agencies when it has concerns that a child may have been abused or neglected.

School will discuss with parents/carers any concerns they have about their children.

Parents/carers will be kept informed about what has happened.

Child/Child Abuse

Physical and emotional abuse of children by other children will be dealt with, initially, through the school's anti-bullying policy. Parents/carers will be kept informed. All concerns about possible sexual abuse will be referred immediately to Children's Social Care.

Child Protection Strategy Meeting and Conferences

Members of school staff will attend strategy meetings and conferences when required and will provide information about children and families. This information will be shared with parents beforehand if possible. School will keep confidential child protection records separately from a pupil's academic and other school records.

Confidentiality

Information from any source, including parents, about possible child abuse cannot be kept confidential.

Information and records about children who are the subject of a Child Protection Plan will be given only to those people who need it, and will be kept strictly confidential by them.

If parents have concerns about the safety or wellbeing of their child, they should contact:

- *Mr S. Bramwell OBE (CEO)*
- *Mrs E. Riley (Principal)*
- *Mrs E. Wilkinson (Learning Mentor)*

Signed Parent/Carer: Print Name:.....

Signed Principal:..... (Mrs Riley)

Date:

APPENDIX C – RECORD OF CONCERN – SAVED VIA CPOMS

Part 1 – For use by **staff member**

| | | | | | | |
|---|-----------|-------------------|----------------|-----------------|-----------------|---------|
| Pupil's Name : | | Date of Birth: | | Class/Yr: | | |
| Date & Time of Incident: | | | | | | |
| Date and time of concern : | | | | | | |
| REASON: | | | | | | |
| Professional Abuse | Extremism | Domestic Violence | Physical Abuse | Sexual Abuse | Emotional Abuse | Neglect |
| Your name:..... | | | | | | |
| Job Title:..... | | | | Signature:..... | | |
| Record the following factually: | | | | | | |
| <ul style="list-style-type: none"> • Who: • What – if recording a verbal disclosure by a child, use their words: • Where: • When: (day and time) • Were there any witnesses: | | | | | | |
| What is the pupil's account and/or perspective? | | | | | | |
| Your professional opinion (where relevant): | | | | | | |
| Any other relevant information (distinguish between fact and opinion): *E.g. previous concerns | | | | | | |

Part 2 - for use by **DSL**

| | |
|--|---|
| Time and date information received and from whom: | |
| Any advice sought (if required): | Date, time, name, role, organisation & advice given: |
| Action Taken | Referral to children's social care/monitoring, advice given to appropriate staff or EHA with reasons: Note time, date, names, who the information was shared with etc. |
| Parents/carers informed | Yes/No Reasons: |
| Outcome | Record names of individuals & agencies who have given information regarding outcome of any referral (if made): |
| Additional Information | Where can additional information regarding the child/incident be found (e.g. pupil file, serious incident book etc.) |
| Should a concern or confidential file be commenced* | *if there isn't already one in place: Yes/No Why – state reasons: |
| Signed | |
| Print Name | |
| Date | |

APPENDIX D – BODY MAP GUIDANCE FOR SCHOOLS

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed?
- Are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

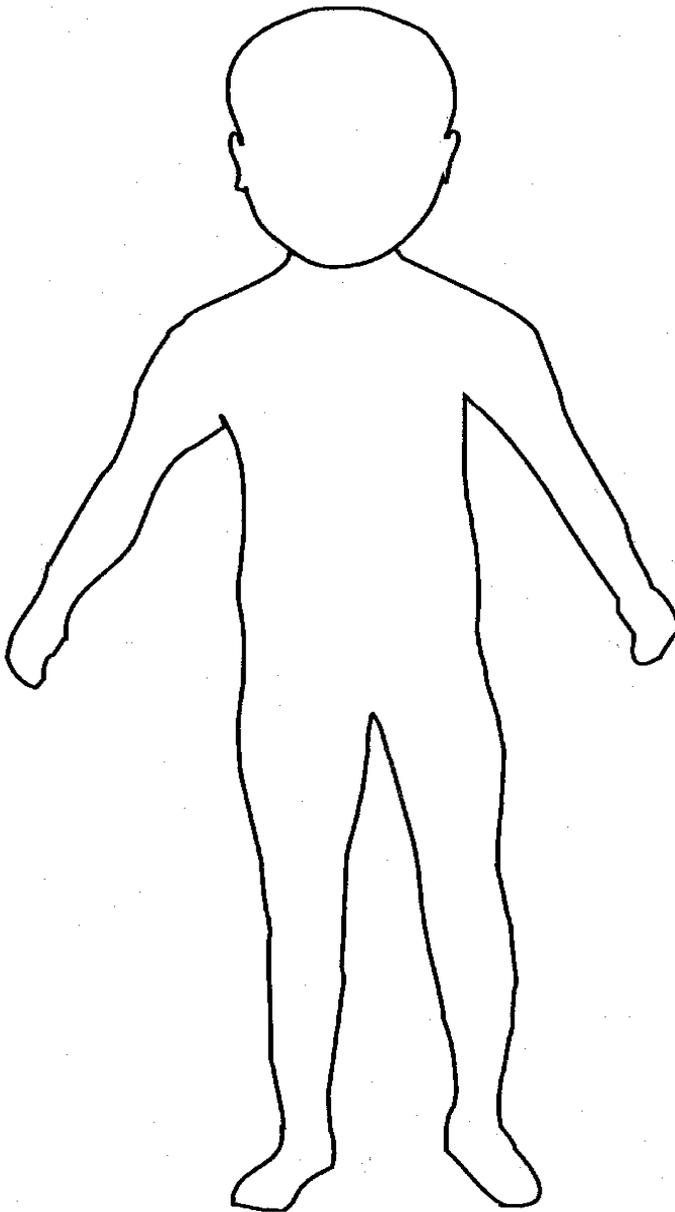
Ensure First Aid is provided where required and record.

A copy of the body map should be kept on the child's concern/confidential file.

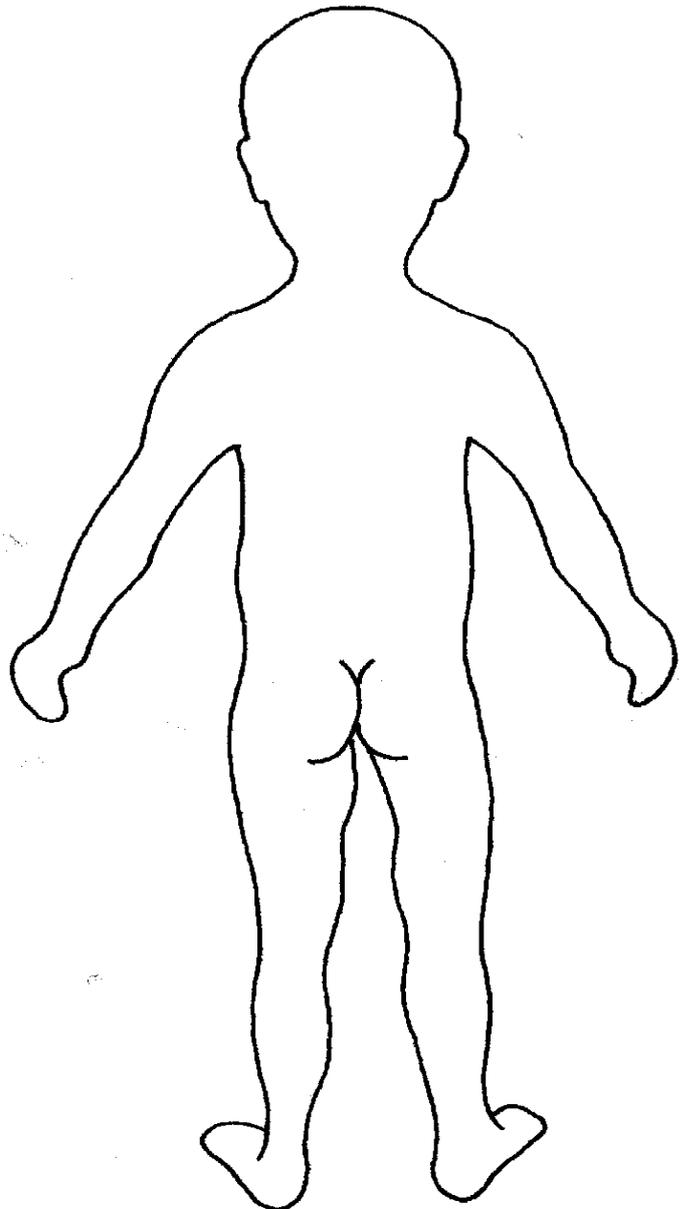
Bodymap – Via CPOMs

(This must be completed at time of observation)

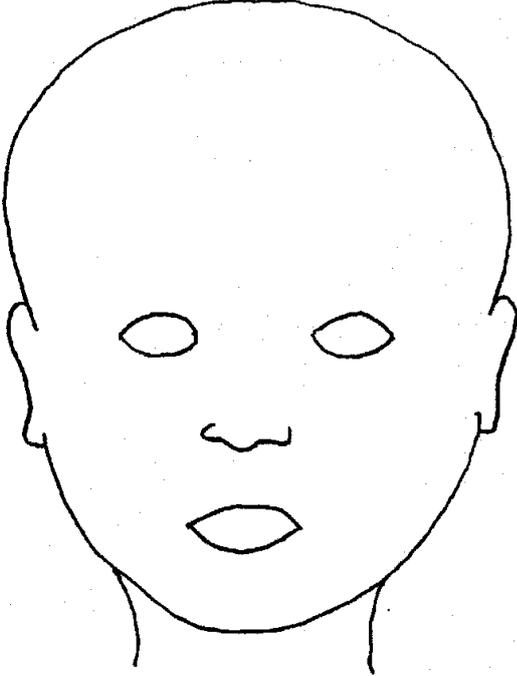
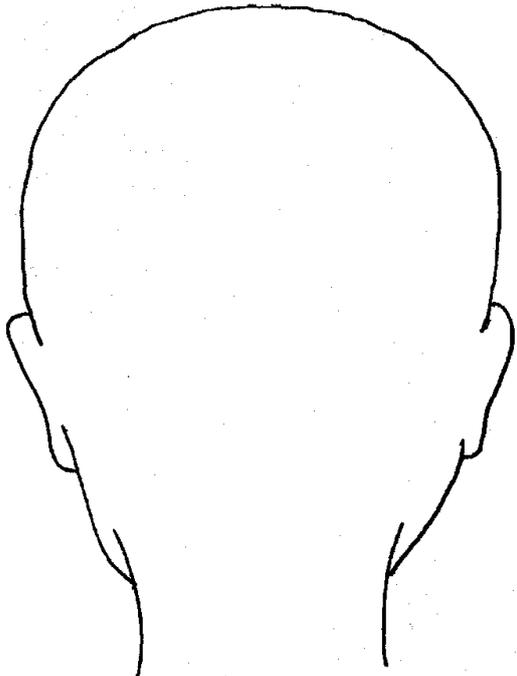
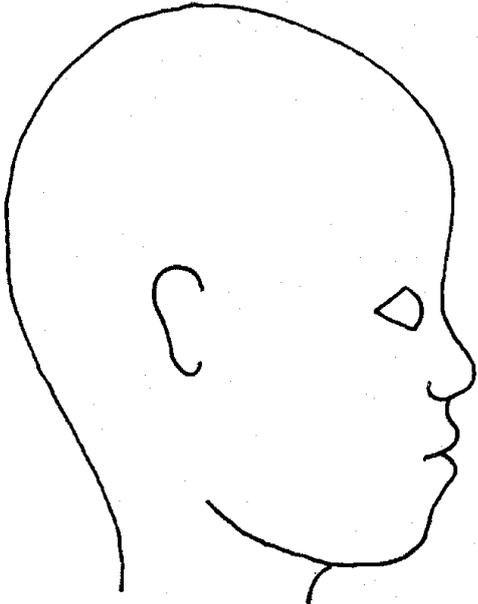
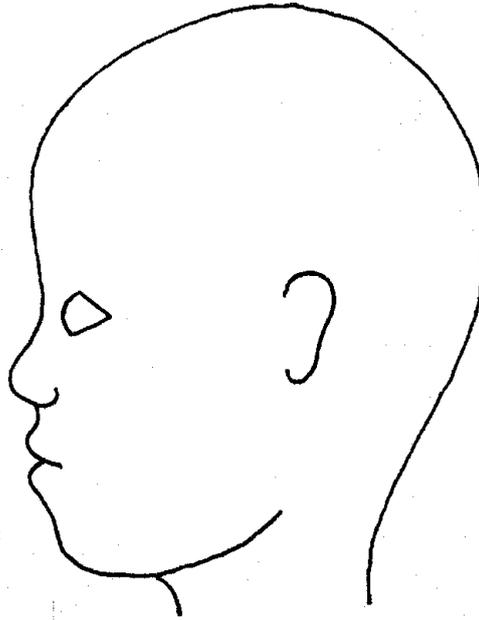
| | | | |
|--------------------------------------|--|-------------------|--|
| Name of Pupil: | | D.O.B | |
| Name of Staff: | | Job title: | |
| Date and time of observation: | | | |



FRONT

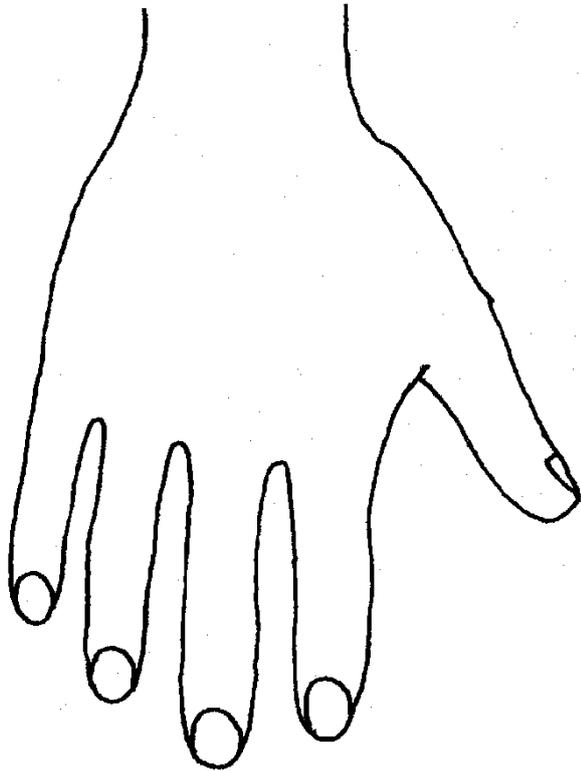


BACK

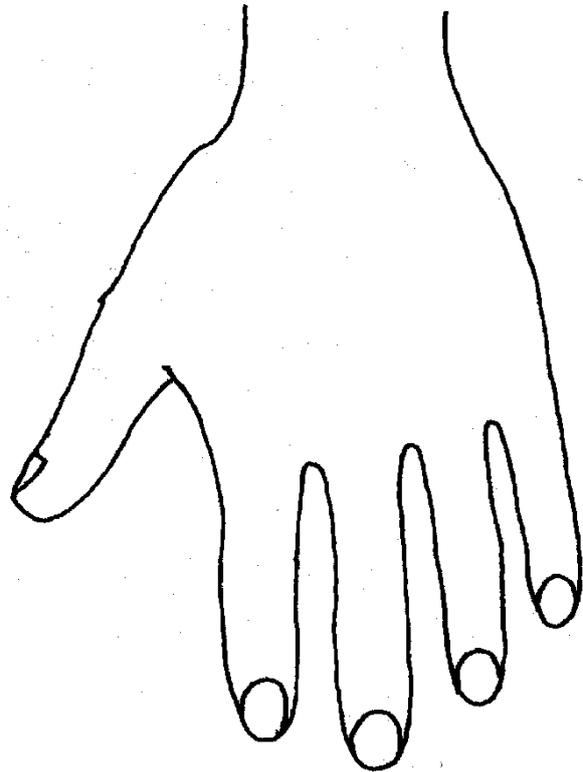
| | |
|---|--|
| Name of pupil: | Date and time of observation: |
|  |  |
| FRONT | BACK |
|  |  |
| RIGHT | LEFT |

Name of pupil:

Date & time of observation:



BACK RIGHT



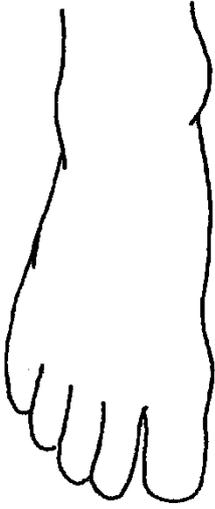
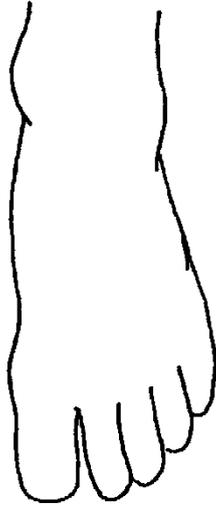
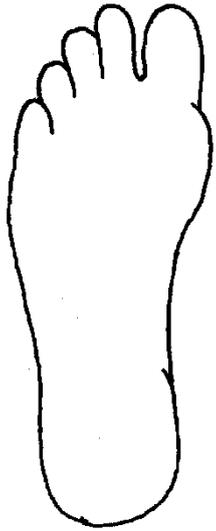
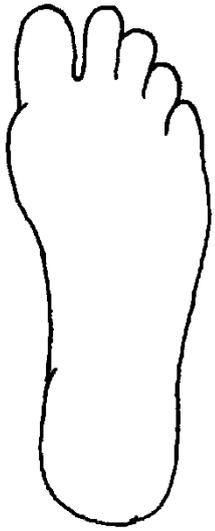
BACK LEFT



PALM RIGHT



PALM LEFT

| | | | |
|---|-----------------|--|---|
| Name of Pupil: | | Date & time of observation: | |
|  | |  | |
| TOP RIGHT | TOP LEFT |  |  |
| | | BOTTOM RIGHT | BOTTOM LEFT |
|  | |  | |
| INNER RIGHT | | INNER LEFT | |
|  | |  | |
| OUTER RIGHT | | OUTER LEFT | |
| Printed Name: Job Title of Staff: | | Signature: | |

APPENDIX E – HOME ACCIDENT INJURY FORM

This form should be completed when a parent/carer informs school that a child has sustained an injury or had an accident outside of school.

| | |
|---|--|
| Date Accident/Injury Reported: | |
| Name of Child: | |
| Class/Year Group: | |
| Person Reporting Incident: | |
| Relationship to Child: | |
| Date Accident Occurred: | |
| Place of Accident: | |
| Description of injury (complete body map if needed): | |
| | |
| Brief detail of how the accident occurred: | |
| | |
| Witnessed by: | |
| First Aid Treatment given: | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Was Medical advice sought? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| If yes, when and where? | |
| Signed by parent/carer: | |
| Member of staff accident reported to: | |

APPENDIX F – INFORMATION SHEET FOR CHILD PROTECTION FILE

| | | | |
|---------------|------------|-------------|-------------------|
| Full Name: | D.O.B: | Class/Form: | Additional needs: |
| Gender: M / F | Ethnicity: | | |
| Home Address: | | Telephone: | |
| | | Email: | |

Status of file and dates:

| | | | | | |
|--|--|--|--|--|--|
| OPEN | | | | | |
| CLOSED | | | | | |
| TRANSFER (include details of school transferred to) | | | | | |

Any other child protection records held in school relating to this child or a child closely connected to him/her? *YES/NO* *WHO?*

Members of household:

| Name | Relationship to child | DOB/Age | Tel No |
|------|-----------------------|---------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Significant Others (relatives, carers, friends, child minders, etc.)

| Name | Relationship to child | Address | Tel No |
|------|-----------------------|---------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Other Agency Involvement

| Name of officer/person | Role and Agency | Status of Child i.e. EHA/CAM/CP/LAC | Tel No | Date |
|------------------------|-----------------|-------------------------------------|--------|------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

APPENDIX H – TRANSFER OF SAFEGUARDING RECORDS

This form should be completed when a pupil moves to another setting and there are safeguarding concerns and records to transfer – in line with GDPR regulations (May 2018)

| | |
|--|--|
| Child's name: | |
| DOB: | |
| Previous surnames or aliases: | |
| Name of people with parental responsibilities: | |
| Name of social worker/lead professional: | |

Information and files transferred (to include chronologies and assessments)

NB: Parental consent is needed to transfer Early Help Assessment

| | |
|------------------------------|--|
| Name of sending school: | |
| Name of receiving school: | |
| Passed to (name): | |
| Date of first entry in file: | |
| Date of last entry in file: | |

Child status: (please tick)

| | | | |
|------------------------|--|---------------------------|--|
| Single Agency Support: | | Child Protection: | |
| Early Help: | | Looked After Child: | |
| Child in Need: | | Privately Fostered Child: | |

| Transferred by: | | Received by: | |
|-----------------|--|--------------|--|
| Name: | | Name: | |
| Position: | | Position: | |
| Signed: | | Signed: | |
| Date: | | Date: | |

APPENDIX I - MANAGING ALLEGATIONS AGAINST THOSE WORKING WITH CHILDREN

“THE FIRST FIVE MINUTES”

What to do if an allegation or incident against a staff member is received.

Manager/Person in charge receives complaint.

↓
Make sure children are safeguarded
Refer to Advice & Assessment (if required)

↓
At this stage **do not** question the victim or alleged perpetrator or witnesses.

↓
Ring CEO
07540050501
Simon Bramwell

↓
Senior Nominated officer will discuss with LADO 0151 443 3928 **Jackie Evans**
and agree course of action.

↓
3 Possible Courses of Action

↙
Action by School or
Establishment

↓
No Further Action

↘
Strategy Meeting

APPENDIX J - TRACKING FORM - ALLEGATION/CONCERN RAISED AGAINST STAFF

1. When an allegation / concern is received brief details should be obtained and passed to SLT as soon as possible.

| | | | |
|---|--------------------------|-------|--|
| Date: | | Time: | |
| Allegation made by: | | | |
| Who the allegation is made against: | | | |
| <i>NB: The subject of the allegation should not be informed without first seeking advice</i> | | | |
| Allegation first received by: | | | |
| Brief details of the allegation: | | | |
| Date of alleged incident: | | | |
| Does this allegation involve a restraint? | YES / NO / Not Yet Known | | |
| Case manager appointed and to complete tracking form | | | |

2. Allegations which appear to meet the criteria should be referred to LADO within 24 hours (see Note 1)

| | |
|---|----------------------------------|
| Does this appear to meet the criteria for managing allegations? | YES / NO |
| Referred to LADO: | YES / NO Date: |
| Advice given: | |
| Date: | |
| Action to be taken: | |
| <i>Suspension should never be automatic but should be considered and rationale given for decisions made. See Appendix B</i> | Decision to suspend: YES / NO |

3. Information gathered about the allegation

| Staff witnesses | Account taken | Copy forwarded to LADO |
|-------------------------------|---------------|------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| Pupil witnesses | | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4 | | |
| Plan of setting/classroom etc | | |
| Chronology of event begun | | |
| 1 st Aid log | | |

4. Full details gathered

| | |
|--|---------------------------|
| Pupil name: | |
| Date of Birth | |
| Address: | |
| Is the pupil known to Social Care? | YES / NO |
| Does the pupil have Special Educational Needs? | YES / NO If yes - details |
| Has the pupil raised previous concerns? | YES / NO If yes – details |

| | |
|---|--|
| Staff full name: | |
| Date of Birth: | |
| Address: | |
| Has this person raised concerns before? | |

5. Informing others

| | |
|--|--|
| Have parents of the pupil been informed? | |
| Details of response | |

Staff members should be informed of the allegation ASAP - on advice from LADO

| | |
|---|----------|
| Has the staff member been informed? | YES / NO |
| Name of Key person nominated to feedback to them: | |

6. Outcome of LADO consultation

| | |
|---|---|
| Does this meet LADO criteria: | YES / NO |
| Further action required: | |
| Professional Strategy Meeting to be held: | YES / NO |
| Professional Strategy Meeting date: | |
| Attended by Case Manager: | YES / NO |
| Minutes received: | YES / NO |
| Outcome: please tick | Unfounded <input type="checkbox"/> Unsubstantiated <input type="checkbox"/> False <input type="checkbox"/> Substantiated <input type="checkbox"/> Malicious <input type="checkbox"/> |
| Disciplinary investigation to be held: | YES / NO |
| Staff member informed of outcome: | YES / NO |
| Parents informed of outcome: | YES / NO |
| Chair of LAB informed: | YES / NO |
| Details added to overview table: | YES / NO |
| Outcome: | |
| Lessons learned: | |

Note 1 - Criteria for managing allegations

An allegation may relate to a person who works with children who has:

- Behaved in a way that has harmed, 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 they may pose a risk of harm to children

APPENDIX K - THE ROLE OF THE DESIGNATED TEACHER FOR CHILDREN LOOKED AFTER WITHIN THE SCHOOL

The designated teacher has a leadership role in promoting the educational achievement of every looked after child on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal, emotional and academic needs are prioritised.

The designated teacher should have lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve. Everyone involved in helping looked after children achieve should:

- Have high expectations of looked after children's involvement in learning and educational progress
- Be aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences
- Understand the reasons which may be behind a looked after child's behaviour, and why they may need more support than other children but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving
- Understand how important it is to see looked after children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers
- Appreciate the importance of showing sensitivity about who else knows about a child's looked after status
- Appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential
- Have the level of understanding they need of the role of social workers, virtual school heads (or equivalent) in local authorities and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child

In promoting the educational achievement of looked after pupils the designated teacher should:

- Contribute to the development and review of whole school policies to ensure that they do not unintentionally put looked after children at a disadvantage

- Make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve
- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- Promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning
- Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after
- Make sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of looked after children and help them and their teachers understand where they are in their learning, where they need to go and how to get there
- Make sure that looked after children are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home
- Have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary

APPENDIX L - STATEMENT OF STAFF COMMITMENT SCHOOL SAFEGUARDING & CHILD PROTECTION POLICY

To be completed annually BY ALL STAFF and kept in Personnel Files

Staff Member:.....Post:.....

Line Manager:.....

I have read and understood the standards and guidelines outlined in the Willow Tree Primary School Safeguarding & Child Protection Policy.

I agree with the principles contained therein and accept the importance of implementing the policies and practices whilst working at Willow Tree Primary School.

I confirm that I have:

- Received a copy of Safeguarding & Child Protection Policy
- Had the opportunity to read and discuss the policy and procedure with my Line Manager
- Discussed and recorded training requirements for ongoing action.

Signed (Staff).....

Signed (Line Manager).....

Date