

Town Lane Infant School Child Protection-Safeguarding Policy and Procedures

september 2023

Concordia multi academy trust

Table of Contents

[Document Control 3](#_Toc113372456)

[Amendment History 3](#_Toc113372457)

[Review Dates 3](#_Toc113372458)

[Author(s) 3](#_Toc113372459)

[Reviewer(s) 3](#_Toc113372460)

[Approver(s) 3](#_Toc113372461)

[1. Introduction 4](#_Toc113372462)

[2. OUR ETHOS: 5](#_Toc113372463)

[The Legal framework 6](#_Toc113372464)

[Roles and Responsibilities 7](#_Toc113372465)

[3. Supporting children 10](#_Toc113372466)

[4. Safeguarding Procedure 12](#_Toc113372467)

[Dealing with a disclosure made by a child – advice for all members of staff 12](#_Toc113372468)

[The role of an appropriate Adult in Safeguarding 13](#_Toc113372469)

[Record keeping 13](#_Toc113372470)

[Discussing concerns with the family and the child – advice for the designated Safeguarding Lead (DSL) and Deputy DSLs 13](#_Toc113372471)

[5. Making a referral 15](#_Toc113372472)

[6. Safer workforce and managing allegations against staff and volunteers 16](#_Toc113372473)

[7. Staff induction, training and development 18](#_Toc113372474)

[8. Confidentiality, consent and information sharing 19](#_Toc113372475)

[9. Inter-agency working 20](#_Toc113372476)

[10. Contractors, service and activity providers and work placement providers 21](#_Toc113372477)

[11. Whistle-blowing and complaints 22](#_Toc113372478)

[12. Site security 23](#_Toc113372479)

[13. Quality Assurance 24](#_Toc113372480)

[14. Key contacts 25](#_Toc113372481)

[15. Training 26](#_Toc113372482)

[Record of Safeguarding training 26](#_Toc113372483)

This document and the information thereon is the property of CONCORDIA MULTI ACADEMY TRUST and may only be used for the purpose for which it is supplied. Reproduction or use of the information thereon, in whole or in part, is strictly prohibited without the express written permission of CONCORDIA MULTI ACADEMY TRUST.

Document Control

Amendment History

|  |  |  |
| --- | --- | --- |
| **Version No.** | **Date** | **Comments** |
| 3 | September 2023 | Annual updates |
|  |  |  |
|  |  |  |

Review Dates

|  |
| --- |
| **Next Review Date** |
| September 2024 |

Author(s)

|  |  |
| --- | --- |
| **Name** | **Role** |
| Wirral Safeguarding Children’s Partnership |  |

Reviewer(s)

|  |  |
| --- | --- |
| **Name** | **Role** |
| Kate Large | Headteacher Town Lane |

Approver(s)

|  |  |
| --- | --- |
| **Name** | **Role** |
| Tracy Webb | Chief Executive Officer |

1. Introduction

It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect exploitation and harm. Our Trust is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child.**

Our pupils’ welfare is our paramount concern. The Local Academy Board (previously known as the governing body) and the Trustees will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested. (<https://www.wirralsafeguarding.co.uk/procedures/1-2-recognition-significant-harm/>)

Our school is a community and all those directly connected, staff members, representatives (previously known as governors), parents, families and pupils, have an essential role to play in making it safe and secure for all.

This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Wirral Safeguarding Partnership child protection safeguarding Policies and Procedures (<https://www.wirralsafeguarding.co.uk/procedures/>), plus the child protection safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

1. Our Ethos:

We believe that our school should provide a caring, positive, safe and stimulating environment that

promotes the social, physical, spiritual and moral development of the individual child; enabling all

children to thrive.

We recognise the importance of providing an environment within our school that will help children

feel safe and respected. We recognise the importance of enabling children to talk openly and to feel

confident that they will be listened to. We recognise that both mental and physical health are

relevant to safeguarding and the welfare of children

We recognise that all adults within the school, including permanent, supply staff, temporary staff,

volunteers, parents and governors, have a full and active part to play in protecting our pupils from

harm.

We will work pro-actively with parents to build a solid understanding of the school’s responsibilities

to ensure the welfare of all children, including the need for referrals to other agencies in some

situations.

**3** Scope

In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of

SEN it is up to 25 years of age.

This policy applies to all members of staff in our school, including all permanent, temporary and

support staff, governors, volunteers, contractors and external service or activity providers.

1. The Legal framework

Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and

further education institutions (including sixth-form colleges) to make the necessary arrangements

for ensuring that their functions relating to the conduct of the school are exercised with a view to

safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the

same Act places a similar duty on non-maintained and independent schools, including free schools

and academies.

Under section 10 of the Children Act 2004, all maintained schools, further education colleges and

independent schools, including free schools and academies, are required to co-operate with the

local authority to improve the well-being of children in the local authority area.

Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a

school or further education institution to supply information in order to perform its functions. This

must be complied with.

This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

*Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018:* [*https://www.gov.uk/government/publications/working-together-to-safeguard-children--2*](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges,* *September 2023*

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**All procedures can be found on the Wirral Safeguarding Children Partnership website:**

<https://www.wirralsafeguarding.co.uk/procedures/>

1. Roles and Responsibilities

Our Trustees and Local Academy Board recognise the need to ensure that they comply with their duties under legislation, and this policy has regard to statutory guidance; [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (2023), Working Together to Safeguard Children (2018), Key statutory and non-statutory guidanceand any locally agreed inter-agency procedures.

The school’s Designated Safeguarding Lead (DSL) with overall designated responsibility for

safeguarding is Kate Large. We have a deputy designated safeguarding leads, Sarah Macaskill and

Sarah Price to ensure there is always appropriate cover for this role. The DSL Trustee is Tracy Webb

and the Deputy is Julie Murphy. **The responsibilities of all Designated Safeguarding Lead are**

**described in detail Appendix A.**

The Designated Safeguarding Lead will be on our school’s leadership team and their role of Designated Safeguarding Lead (and the deputy) will be **explicit in their job description**. 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 Safeguarding 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 designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The school has a **nominated representative, Catherine Daulby,** responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the Local Academy Board.

The **case manager for dealing with allegations** of abuse made against school staff members is the

head teacher. The case manager for dealing with allegations against the head teacher is the

chair of governors, Gary Shaw. **The procedure for managing allegations is detailed in Appendix**

**Document.**

The **head teacher** or proprietor will ensure that the policies and procedures adopted by the Local

Academy Board are fully implemented and sufficient resources and time are allocated to enable staff

members to discharge their safeguarding responsibilities. All staff and other adults are clear about

procedures where they are concerned about the safety of a child, including if children go [missing from education](https://www.gov.uk/government/publications/children-missing-education), including children who are 'absent' from education, particularly on repeat occasions or for prolonged periods.

The Local Academy Board is collectively responsible for ensuring that safeguarding arrangements are

fully embedded within the school’s ethos and reflected in the school’s day-to-day practice.

**All staff members, representatives of the LAB, trustees, volunteers and external providers** know

how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and

what to do if they are concerned about a child. They are aware that behaviours and physical signs

linked to behaviours that put children in danger. All staff should know what to do if a child tells them

he/she is being abused or neglected. Staff should know how to manage the requirement to maintain

an appropriate level of confidentiality. This means only involving those who need to be involved,

such as the designated safeguarding lead (or a deputy) and children’s social care. Staff should never

promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be

in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child

abuse. This may include, but not limited to: bullying (including cyber bullying), gender based

violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting.

Staff should recognise that children are capable of abusing their peers.

(<https://www.wirralsafeguarding.co.uk/wp-content/uploads/2021/04/7-Minute-Briefing-Peer-Sexual-Abuse.pdf>)

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be

vigilant to sexualised/aggressive touching/grabbing DfE guidance situates sexual violence, sexual

harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding

culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of

growing up. Advice about tackling and reporting sexual harassment in schools, colleges and

educational settings is here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from upskirting, bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination.

Staff have familiarity with the [Equality Act 2010 and the Public Sector Equality Duty](https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty/) (PSED)

<https://www.gov.uk/government/publications/bill-of-rights-bill-documents>

Our school acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK

Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings

working with children and young people

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

The guidance covers what sexual violence and harassment is, schools’ and colleges’ legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment

Children may not feel ready to, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a ['professional curiosity'](https://www.wirralsafeguarding.co.uk/professional-curiosity) and speaking to the DSL. <https://www.wirralsafeguarding.co.uk/professional-curiosity/>

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting’s child protection policies. Victims of harm should be supported by the school’s pastoral system, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

A bespoke helpline for children and young people who’ve experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](file:///V%3A%5CDownloads%5Chelp%40nspcc.org.uk).

There is a Digital Safety policy, which covers the use of mobile phones, cameras and other digital

recording devices e.g., i-Pads. For online safety, there is within the policy support about children

accessing the internet whilst they’re at school using data on their phones (3G or 4G networks). The

policy reinforces the importance of online safety, including making parents aware of what your

school ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

Local Academy Boards and proprietors are doing all that they reasonably can to limit children’s exposure to the risks from the school’s IT system and ensure the school have appropriate filters and monitoring systems in place and regularly review their effectiveness.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The policy for remote learning that demonstrates on understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all of their pupils to attend in person.

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

1. Supporting children

We recognise that children who are abused or witness violence (Domestic Abuse) are likely to have

low self-esteem and may find it difficult to develop a sense of self-worth. are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help> They may feel helpless, humiliated

and some sense of blame. Our school may be the only stable, secure and predictable element in their

lives.

[What is domestic abuse- information](https://www.wirralsafeguarding.co.uk/professionals/what-is-domestic-abuse/)

We accept that the behaviour of a child in these circumstances may range from that which is perceived

to be normal to aggressive or withdrawn.

**Our school will support all pupils by:**

* ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RHE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;
* providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they ‘recognise when they are at risk and how to get help when they need it’
* supporting the child’s development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; The anti-bullying policy is located on the website.
* ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Health Education (RHE) requirements.
* liaising and working together with other support services and those agencies involved in safeguarding children; including domestic abuse

 https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance

* ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peep-on-peer abuse, ‘sexting’ and the displaying of ‘Harmful Sexualised Behaviour’; <https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>
* Wirral’s HSB identification toolkit can be found here: <https://www.wirralsafeguarding.co.uk/harmful-sexual-behaviour/>
* The school will consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment. ([KCSIE 2023](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)).
* having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; The behaviour policy is located on the website
* The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
* Clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment - these procedures are easily understood and easily accessible. Children who have experienced sexual violence can display a wide range of responses, so the school will remain alert to the possible challenges of detecting those signs and show sensitivity to their needs
* playing a crucial role in preventative education and preparing pupils for life in modern Britain. There is a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment
* acknowledging the importance of ‘contextual safeguarding’, <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil’s life that may be a threat to their safety and/or welfare. ([Working together to safeguard children July 2018](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) and ([KCSIE September 2023).](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* liaising with a range of [Early Help](https://www.wirralsafeguarding.co.uk/professionals/what-is-early-help/) agencies that support the pupil such as Health Services, Wirral Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

* ensuring that, when a pupil who is the subject of a Child Protection **(CP)** Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved;
* alert the authority if it is aware of any child being looked after under a [Private Fostering](https://www.wirralsafeguarding.co.uk/wp-content/uploads/2019/05/7-min-Briefing-Private-Fostering.pdf) arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
* acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together, and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;
* applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group;
* recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

[*https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools*](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

1. Safeguarding Procedure

We have developed a structured procedure in line with *Wirral Safeguarding Children Partnership*

which will be followed by all members of the school community in cases of suspected abuse.  **This is**

**detailed in Appendix Document.**

In line with the procedures, the Integrated Front Door will be contacted as soon as there is a significant concern (0151 606 2008 / ifd@wirral.gov.uk)

The name of the Designated Safeguarding Lead will be clearly advertised in the school **and on the**

**website**, with a statement explaining the school’s role in referring and monitoring cases of

suspected abuse.

We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard

and promote the welfare of children by publishing the policy and procedures on our website and by

referring to them in our introductory school materials.

We will use the NSPCC- [When to call the police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf) to help designated safeguarding leads understand

when they should consider calling the police and what to expect when they do.

Dealing with a disclosure made by a child – advice for all members of staff

***If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:***



In addition:

* Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
* Complete the Safeguarding incident/welfare concern form and pass it to the DSL.

*Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.*

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners: [*https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2*](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

The role of an appropriate Adult in Safeguarding

The Police and Criminal Evidence (PACE) act advises that “The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons”, with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights.

The role of AA is not restricted to specific individuals, in relation to children and young people under the age of 18, PACE guidance sets out that the AA can be: the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.

<https://safeguarding.network/content/safeguarding-and-the-role-of-the-appropriate-adult/>

Record keeping

All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded in writing (signed and dated). Systemic Practice model ([Introduction to Systemic Practice](https://www.wirralsafeguarding.co.uk/introduction-to-systemic-practice/)) to be used to capture the child’s voice and their daily lived experience.

We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil’s new school as a matter of priority.

Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. ([Keeping Children Safe in Education 2023](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf) )

Discussing concerns with the family and the child – advice for the designated Safeguarding Lead (DSL) and Deputy DSLs

In general, you should always discuss any concerns the school may have with the child’s parents. They

need to know that you are worried about their child. However, you should not discuss your concerns

if you believe that this would place the child at greater risk or lead to loss of evidence for a police

investigation.

If you make a decision not to discuss your concerns with the child’s parents or carers, this must be

recorded in the child’s Safeguarding file with a full explanation for your decision and the reason for

this decision.

It is important to record and consider the child’s wishes and feelings, as part of planning what action

to take in relation to concerns about their welfare. Capturing the lived experience of the child is

paramount to ensure that actions remain child-centred. Systemic Practice is a way of working in partnership with children and young people and families to help them improve outcomes and address issues which prevent them from thriving. Systemic Practice does this by seeking to understand the relationships between family members, and between the family and their wider networks to help professionals understand why the family works the way it does. [(Intro to Systemic Practice)](https://www.wirralsafeguarding.co.uk/introduction-to-systemic-practice/) it remains important to capture the child’s lived experience **and their own words when possible.**

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

It is expected that you discuss your concerns with the parents and seek their agreement to making a

referral to the Integrated Front Door, unless you consider that this would place the child at increased

risk of significant harm.

You do not need the parents’ consent to make a referral if you consider the child is in need of

protection, although parents will ultimately be made aware of which organisation made the referral.

If parents refuse to give consent to a referral but you decide to continue, you need to make this

clear to the Integrated Front Door (IFD@wirral.gov.uk / 0151 606 2008).

If you decide to refer the child without the parents’ consent, make sure to record this with a full

explanation of your decision.

When you make your referral, you should agree with the Integrated Front Door what the child and

parents will be told, by whom and when. The school as a relevant agency, should be part of discussions

with statutory safeguarding partners to agree to the levels for the different types of assessment as

part of local arrangements.

1. Making a referral

If a child or young person is at risk of harm, abuse or neglect please report it to the **Integrated Front Door**

**Mon-Fri, 9:00am – 5.00pm Tel: 0151 606 2008**

**Outside of these hours Tel: 0151 677 6557**

**Email:** **IFD@wirral.gov.uk**

In an emergency always call police on 999.

If you think there has been a crime but it is not an emergency call 101.

**The new online Request for Services referral form can be accessed here:**

[*https://wirral-self.achieveservice.com/service/Children\_and\_families\_request\_for\_support\_form*](https://wirral-self.achieveservice.com/service/Children_and_families_request_for_support_form)

1. Safer workforce and managing allegations against staff and volunteers

We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with [*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)*.* In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

A check of any prohibition can be carried out using the Teacher Services’ system that may be found here: [*https://teacherservices.education.gov.uk/*](https://teacherservices.education.gov.uk/)

Prohibition orders are described in the National College for Teaching and Leadership’s (NCTL)

publication Teacher misconduct: the prohibition of teachers. It can be found here:

[*https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3*](https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3)

We will ensure that agencies and third parties supplying staff provide us evidence that they have made

the appropriate level of safeguarding checks on individuals working in our school. See Appendix

document, for information on Single Central Record (SCR). The single central record must cover the

following people: all staff, including teacher trainees on salaried routes, agency and third-party and

supply staff who work at the school.

Every job description and person specification, and job advertisement will have a clear statement

about the safeguarding responsibilities of the post holder. The school will consider carrying out an

online search on shortlisted candidates to help identify any issues that are publicly available online.

We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.

We have a procedure in place to manage allegations against members of staff, supply staff and

volunteers (and to respond to low level concerns) in line with WSCP procedures here: [*allegations against staff procedure.*](https://www.wirralsafeguarding.co.uk/wp-content/uploads/2020/12/LADO-Managing-Allegations-against-Staff-Procedure.pdf)We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed . Allegations related to any incidents when an individual or organisation is using the school premises for the purposes of running activities for children, the school will follow our safeguarding policies and procedures, including informing the LADO' within 24 hours.

Supply teachers – we will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.

There is an agreed staff behaviour policy (sometimes called the code of conduct) which is compliant

with ‘Safer Working Practices’, and includes - acceptable use of technologies, staff/pupil relationships,

[low level concerns](https://www.wirralsafeguarding.co.uk/wp-content/uploads/2022/07/Low-Level-Concerns-7-min-briefing-Jan-2022.pdf) and communications including the use of social media.

For agency and third-party supply staff, schools and colleges must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

**Further Guidance can be accessed (Feb 2022):**

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

1. Staff induction, training and development

All new members of staff, including newly-qualified teachers and teaching assistants, will be given

induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond

to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct,

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and other related

policies. All representatives of the Local Academy Board and trustees should receive appropriate

safeguarding and child protection (including online) training at induction. There are mechanisms in

place, such as safeguarding updates, to assist staff to understand and discharge their role and

responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read,

“[Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2).” July 2018

The induction will be proportionate to staff members’ and representatives of the Local Academy Board

roles and responsibilities

All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two

years. DSL’s should undertake Prevent awareness training and disseminate the training to all staff

annually

All staff members of the school will undergo face to face training (whole-school training) which is

regularly updated ideally every 2 years and at least every three years. *All representatives of the LAB*

*and Trustees must undergo specific awareness training* *to equip them with the knowledge to provide*

*strategic challenge, so they're assured safeguarding policies/procedures are effective and deliver a*

*robust whole-school approach to safeguarding. This training should be regularly updated.* All staff

will have access to WSCP multi-agency safeguarding training and e-learning.

<https://www.wirralsafeguarding.co.uk/training/>

Staff members who miss the whole-school training will be required to undertake other relevant

training to make up for it, e.g., by joining another school’s whole-school training, booking onto whole-

school training mop-up sessions. To book mop up sessions visit safeguarding partnership website:

<https://www.wirralsafeguarding.co.uk/safeguarding-training-for-schools/>

The nominated representative of the LAB for safeguarding will undergo training prior to or soon after

appointment to the role; this training will be updated ideally every 2 years. All Trustees and

representatives of the LAB will receive appropriate safeguarding training annually.

We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers

and contractors, have received appropriate safeguarding training commensurate with their roles

before starting work. They will be given the opportunity to take part in whole-school training if it

takes place during their period of work for the school.

The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding

legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR’s) in line

with Working Together 2018. These will occur annually or more frequently when necessary.

*<https://www.wirralsafeguarding.co.uk/professionals/serious-case-reviews/>*

The school will maintain accurate and up to date records of staff induction and training.

1. Confidentiality, consent and information sharing

We recognise that all matters relating to Safeguarding are confidential.

The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to

other members of staff on a need-to-know basis only.

All staff members must be aware that they cannot promise a child to keep key information a secret

or to themselves which might compromise the child’s safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children’s welfare.

We will ensure that staff members are confident about what they can and should do under the law,

including how to obtain consent to share information and when information can be shared without

consent.

Staff should not assume a colleague or another professional will take action and share information

that might be critical in keeping children safe. They should be mindful that early information sharing

is vital for effective identification, assessment and allocation of appropriate service provision.

[Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice) supports staff who have to make decisions about sharing

information. This advice includes the seven golden rules for sharing information and considerations

with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in

any doubt about sharing information, staff should speak to the designated safeguarding lead or a

deputy. Fears about sharing information must not be allowed to stand in the way of the need to

promote the welfare, and protect the safety of children. [(KCSIE 2023)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

1. Inter-agency working

We will develop and promote effective working relationships with other agencies, including agencies

providing early help services to children, the police and Children’s Social Care. 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. For more information on Early Help click:

<https://www.wirralsafeguarding.co.uk/professionals/what-is-early-help/>

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in Child Safeguarding Practice Reviews (CSPR’s), other reviews and file audits as

and when required to do so by the Wirral Safeguarding Children Partnership. We will ensure that we

have a clear process for gathering the evidence required for reviews and audits and embed

recommendations into practice and compile required actions within agreed timescales.

1. Contractors, service and activity providers and work placement providers

We will ensure that contractors and providers are aware of our school’s child protection -safeguarding

policy and procedures. We will require that employees and volunteers provided by these

organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations and working

with our children have been subjected to the appropriate level of safeguarding checks in line with

*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2023.* If assurance is

not obtained, permission to work with our children or use our school premises may be refused.

When we commission services from other organisations, we will ensure that compliance with our

policy and procedures is a contractual requirement.

1. Whistle-blowing and complaints

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school Whistle Blowing policy is located on the website.

Whistleblowing: guidance and code of practice for employers is located:

[here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf)

Whistleblowing Advice Line is available for all worker - 0800 028 0285

 - Email *help@nspcc.org.uk*

We will ensure that all staff members are aware of their duty to raise concerns, where they exist,

about the management of Safeguarding, which does include the attitude or actions of colleagues. If

necessary, they will speak with the head teacher, the chair of the Local Academy Board, the CEO or

with the Local Authority Designated Officer (LADO).

We have a clear reporting procedure for children, parents and other people to report concerns or

complaints, including abusive or poor practice. We also acknowledge that Low-level concerns can arise

in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures in place for

confidentially sharing and handling of low-level concerns. The school has adopted the Trusts Low Level

Concerns policy.

We will actively seek the views of children, parents and carers and staff members on our Safeguarding

arrangements through surveys, questionnaires and other means.

1. Site security

All staff members have a responsibility to ensure our buildings and grounds are secure and for

reporting concerns that may come to light.

We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign

in and out in the office visitors’ log and to display a visitor’s badge while on the school site. Any

individual who is not known or identifiable will be challenged for clarification and reassurance. WSCP

provide schools with guidance for visitors to school and can be found here: <https://www.wirralsafeguarding.co.uk/visitors-to-schools-guidance/>

The school will not accept the behaviour of any individual, parent or anyone else, that threatens

school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a

serious concern and may result in a decision to refuse the person access to the school site.

Where schools are used for non-school activities, those providers are expected to meet the guidance

in [Keeping Children Safe in Out of School Settings](https://email.kjbm.safeguardinginschools.co.uk/c/eJyEkU-PniAYxD-NXhoNPMgfDxzatCY99wMYlEdfVgQLuGa_fbP72vbSpDfyG5iZDOY4xmB21Jt5MZNrcokJlxRDyc2Roj3n4mKorbYd7ydSo6ZCCUo7ILLG3Tg_WvTuFdPb6KymTHEieymgu1VnNVBOCTCu1M12zNmsOJa3A_UTTSkaO5tc7isJczzTjP98n_HnieEp3ujD6tv78csfp4c2QigrBcVFCS6mRfVUQm8l55b1IOfaaSDAiCCScMKAtRQVIxJ7WEBNikxVR7aXaW-zWXA9TbIurC7k-RGjz-0c23OrvX6UcuSKfa5gqGC4rqtd42t7bhUMa3zFFHYMpYJhjt7jx6K5gmFDPFxYm_nhvE0YmveQxoUmnqWJS_NMaTKW4sKa69-zZQwW02jjblzQ_62XtNlNsOYyBdNivIeqI5dLyfi7Zp1wdofDUJ5z90AFI1zU2ZX7BzrJKVEc6qJ_uIKfvn-tgP3FvwIAAP__J8DExw).  More details regarding safeguarding in sport can

be found here: [safeguarding in sport](https://learning.nspcc.org.uk/safeguarding-child-protection/what-is-safeguarding-in-sport)

1. Quality Assurance

We will ensure that systems are in place to monitor the implementation of and compliance with this

policy and accompanying procedures.

We will complete an audit of the school’s safeguarding arrangements at frequencies specified by

the Wirral Safeguarding Children Partnership and using the Section 175 online audit tool provided by

them for this purpose. More information including how to register for the audit:

[*https://www.wirralsafeguarding.co.uk/professionals/section-11-175-audit/#*](https://www.wirralsafeguarding.co.uk/professionals/section-11-175-audit/)

 Findings from the audits can be found in WSCP’s [‘Annual Report’](https://www.wirralsafeguarding.co.uk/annual-report-2022/) section on the web

The school’s senior management and the governing body will ensure that action is taken to

remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

1. Key contacts

|  |  |  |
| --- | --- | --- |
| **Role:** | **Name / Details:** | **Contact:** |
| Designated Safeguarding Lead  | Kate Large | 01516081918 |
| Deputy Designated Safeguarding Lead (s) | Sarah MacaskillSarah Price  | 01516081918 |
| Nominated Governor for Safeguarding / Child Protection | Catherine Daulby | 01516081918 |
| Chair of Governors | Gary Shaw | 01516081918 |
| Designated Trustee Lead | Tracy Webbceo@concordiamat.co.uk | 07511 159754 |
| Deputy Trustee Lead | Julie MurphyJmurphy@concordiamat.co.uk |  |
| Local Authority Designated Officer (LADO) | Pamela Cope | safeguardingunit@wirral.gov.uk kerrywilliams@wirral.gov.uk |
| Head of Service Quality & Safeguarding Children | Lynn Campbell | 0151 666 4442 |
| Prevent Co-ordinator | Alison Burnett | Alison.Burnett@Liverpool.gov.uk07394559106 Alison.Burnett@liverpool.gov.u |
| Prevent Team Merseyside Police | Prevent Team | 0151 777 8125 |
| Director of Children’s Services | Simone White | 0151 606 2000 |
| Integrated Front Door | Mon-Fri, 9am – 5pmOutside of these hours | Tel: 0151 606 2008ifd@wirral.gov.ukTel: 0151 677 6557 |
| Police | In an emergencyFor non-emergency but possible crime | 999101 |

1. Training

Record of Safeguarding training

|  |  |  |
| --- | --- | --- |
| Type of Training: | Date completed: | Next due date: |
| Whole School Safeguarding Training(Due every two years) | October 2022 | October 2024 |
| Senior Designated Safeguarding Lead (DSL)(Due every 2 years) | September 2022 (KL) | September 2024 (KL) |
| Deputy Senior DSL (Due every 2 years) | June 2023 (SM)March 2023 (SP) | June 2025 (SM)March 2025 (SP) |
| Whole School Staff Refresher/updates(Annual) | Child ProtectionUpdate September 2023 | September 2024 |
| Safer Recruitment Training(Due every 5 years) | July 1, 2019 (KL) WSCBNov 2020 (SM)Nov 13, 2018 (SP) WSCP | June 30, 2024 (KL)Nov 2025 (SM)Nov 2023 (SP) |
| Governor Training | 31.1.2022 (NA)February 2022 (AW)September 2022 (LB)September 2022 (CD)October 2022(GS)June 2023 (MH) | 31.1.2024 (NA) February 2024 (AW)September 2024 (LB)September 2024 (CD)October 2024 (GS)June 2025 (MH) |
| Annual DSL Prevent Training Update (for DSLs to disseminate to ALL staff) | National College May 20223  | May 2024 |