

## Brookfields School Safeguarding Statement

Section 175 of the Education Act 2002 places duties on governing bodies of maintained schools to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school.

In order to fulfil these duties and those set out in section 157 of the Education Act 2002, Brookfields School has in place the following arrangements:

- A clear line of accountability for the provision of services designed to safeguard and promote the welfare of children.
- A culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
- Arrangements which set out clearly the processes for sharing information with other professionals and the Local Safeguarding Children Board (LSCB).
- A designated professional lead for safeguarding who has a clearly defined job description and the necessary support and time to fulfil their role effectively.
- Safe recruitment practices for individuals whom the organisation will permit to work regularly with children.
- Appropriate supervision and support for staff, including undertaking safeguarding training.
- Clear policies in line with those from the LSCB for dealing with allegations against people who work with children.

In addition we have regard to specific guidance as follows:

- HM Government publication *'Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children'* published March 2013.
- DfE guidance for schools, *'Safeguarding children and safer recruitment in education'*. January 2007. (currently under review)
- Halton Safeguarding Children Board (Halton LSCB) procedures and protocols to support consistency in multi-agency safeguarding and child protection processes.
- *Guidance for safer working practice for adults who work with children and young people.* (2009) Halton Safeguarding Children Board.
- *Department for Education (DfE)* guidance on various areas of safeguarding practice in schools, for example: managing allegations of abuse, bullying and e-safety.
- The Halton Schools' *Safeguarding Handbook*

At Brookfields School we are committed to safeguarding and promoting the welfare of all children and we recognise that safeguarding does not only refer to multi-agency early intervention processes,

child protection, safer recruitment and the management of allegations against staff, it permeates all aspects of school life.

In seeking to provide our children with a safe and secure learning environment we make the following commitments to safeguarding:

- Leaders and managers make safeguarding a priority across all aspects of our work in school.
- We have rigorous vetting procedures in place for staff and other adults.
- We have a clear child protection policy, and other policies and procedures highlight good safeguarding practice.
- Child protection arrangements are accessible to everyone, so that pupils and families, as well as adults in the school, know who they can talk to if they are worried.
- High priority is given to training in safeguarding and that issues that particularly impact on our community are highlighted.
- We ensure that there is good communication within our school and with our partners.
- There are robust arrangements for site security.
- The curriculum is flexible and helps to promote safeguarding.
- We promote mutual respect, good behaviour and attendance, helping pupils to feel secure and well-protected.
- Our school routines and relationships promote safety and trust.
- Risk assessments are taken seriously and used to good effect in promoting safety.
- We listen to the views of our pupils about aspects of school life associated with safeguarding, and involve them in reviewing, revising and enhancing school policies and activities.
- We seek to work in partnership with parents/carers, local partners and statutory agencies to benefit the welfare and safety of our pupils.

### **Senior Designated Person (SDP) for Safeguarding and Child Protection**

*Name: Sara Ainsworth*

*Role: Headteacher*

*Date of most recent level 2 training: December 2012*

### **If this person is not available the Deputy SDP is:**

*Name: Samantha Campion-Gibson*

*Role: Deputy Headteacher*

*Date of most recent level 2 training: June 2014*

**Date of most recent whole staff training:** *June 2014*

**Link member of the Governing Body**

*Name: To be confirmed*

*Date and details of training received: Spencer Neal Safeguarding Training for Governors May 2014*

**Statement dated: June 2014**

# **Brookfields School Child Protection Policy**

## **(Including the management of allegations against adults)**

**DATE: June 2014**

**REVIEW DATE: June 2015**

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## 1.0 INTRODUCTION

- 1.1 Brookfields School fully recognizes its duty toward safeguarding and promoting the welfare of children under Section 175 of the Education Act 2002. (Section 157 for Academies)
- 1.2 The aim of this policy is to establish a 'whole School' approach to Safeguarding Children, in order to:
  - Protect children from maltreatment
  - Prevent impairment of children's health or development
  - Ensure that children are growing up in circumstances consistent with the provision of safe and effective care undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully
- 1.3 Brookfields School will prevent abuse and neglect by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding concerns to any member of staff. Staff will feel they are supported by colleagues and senior management team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns.
- 1.4 Safeguarding children and young people will be reflected throughout the curriculum.
- 1.5 The School will protect children at risk of abuse and neglect by having Safeguarding Procedures in place that reflect current legislation, guidance and best practice.
- 1.6 The School also ensures that safer recruitment practices are followed when recruiting staff at all levels across the school, including volunteers. Induction and continuous staff training on safeguarding children relevant to role and responsibilities is also provided.
- 1.7 This policy has been written in consultation with Halton Safeguarding Children Board and with reference to the following key documents:
  - Children Acts 1989 & 2004
  - Education Act 2002
  - Safeguarding Vulnerable Groups Act 2006
  - *Working Together to Safeguard Children* (DFE 2013)
  - *'What to do if you're worried a child is being abused'* (Dept. of Health, 2006)
  - *'Safeguarding Children and Safer Recruitment in Education'* (DfES 2006)
  - *Halton Safeguarding Children Board Pan-Cheshire Multi-Agency Safeguarding Children Procedures* (<http://www2.halton.gov.uk/pdfs/socialcareandhealth/pancpi>)
- 1.8 This policy should be viewed alongside the following other School policies which have relevance to safeguarding and promoting the welfare of children:
  - Behaviour Policy
  - Whistleblowing Policy
  - Allegations Management Policy
  - Anti-Bullying Policy
  - Use of Physical Intervention/Restraint Policy

- First Aid/Medications Policy
- Intimate Care Policy
- Drugs and Substance Misuse Policy
- E-Safety/Acceptable Use Policy
- Safer Recruitment Policy
- Educational Visits Policy

- 1.9 Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the School. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.
- 1.10 This policy applies to all staff (including paid staff and volunteers, permanent / temporary / ancillary / supply contracts), governors and students on placement.
- 1.11 This policy replaces previous safeguarding policies dated April 2013.

## 2.0 DEFINITIONS

### 2.1 Child

A child is anyone who has not yet reached their 18<sup>th</sup> birthday.

### 2.2 Abuse and Neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children. Abuse of children can take a variety of forms, as described below:

### 2.3 Physical Abuse

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

### 2.4 Emotional Abuse

Emotional abuse is the **persistent** emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve: -

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction
- causing children to see or hear the ill-treatment of another

- serious bullying(including cyber bullying)
- causing children frequently to feel frightened or in danger
- the exploitation or corruption of children
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## 2.5 **Sexual Abuse**

- 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
- 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) , being abused through prostitution or sexual exploitation.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## 2.6 **Neglect**

- Neglect is the persistent failure to meet a child's basic physical and 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, 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.

## 3.0 **ACCOUNTABILITY**

3.1 All staff, volunteers and governors working in the school, are responsible for the operation of this policy.

3.2 The Senior Designated Person for the school is:

*Mrs. Sara Ainsworth, Headteacher 01514244329*

In their absence, the Deputy Designated Person is:

*Mrs. Samantha Campion-Gibson, Deputy Headteacher 0151 4244329*

3.3 In addition, the governing body has a Named Governor for Child Protection. The Named Governor for Child Protection is:

*Mr. Spencer Neal*

- 3.4 All members of staff have a legal duty to report any disclosure, allegation or suspicion of abuse, to the Senior Designated Person or, in their absence, the Deputy Designated Person. This must be done immediately that the disclosure/suspicion is made/arises. A Cause for Concern form (see Appendix 1) should also be completed, which is then held by the Senior Designated Person. If the disclosure/suspicion relates to the Senior Designated Person, a report should be made to the Deputy Designated Person.
- 3.5 The Senior Designated Person has a duty to make a referral to Children's Social Care, whenever there is reason to suspect that a child is suffering or likely to suffer significant harm. Where a professional disagreement occurs between workers when working with children and families, the HSCB Escalation Policy should be referred to.
- 3.6 Any decision not to inform parents/carers should be recorded on the Children's Social Care referral form with the reasons for such a decision and a copy should be kept in the Child Protection File for that child.
- 3.7 The Senior Designated Person may contact Children's Social Care for advice, if unsure as to whether a referral is appropriate.
- 3.8 The welfare of the child/children concerned, including the welfare of any other children who may be at risk, must always take precedence over confidentiality.
- 3.9 The Senior Designated Person will make every effort to attend any meetings resulting from the safeguarding process to which the School is invited. If the Senior Designated Person or their Deputy is unable to attend a report will always be submitted.
- 3.10 The Senior Designated Person is responsible for ensuring that any actions agreed at such meetings are progressed and followed up.
- 3.11 The Senior Designated Person and deputies must complete all safeguarding training relevant to their role. This must be up-dated at least every two years.
- 3.12 All staff working in the school must be given a copy of the Safeguarding Children Policy immediately upon starting work at the school as part of their induction.
- 3.13 All staff working in the school must undergo safeguarding children training appropriate to their role as part of their induction and at a minimum of every three years thereafter.
- 3.14 The Governing Body will undergo Safeguarding training specific to their role and responsibilities at a minimum of every three years. The Nominated Governor for Child Protection will attend appropriate training at least every two years. Personal information such as details of names and addresses should be removed in all reporting to the Board of Governors.
- 3.15 A summary of safeguarding cases that have been dealt with by the school will be reported to the Board of Governors on an annual basis.
- 3.16 The Board of Governors shall be responsible for ensuring that the school has up to date policies in place with respect to Safeguarding Children, which include procedures for handling allegations against adults working with children whether in a paid or voluntary capacity.



#### **4.0 Common Assessment Framework (CAF)**

Some children need early help and support services. The CAF is a four-step process whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF is designed to be used when:

- A member of staff is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- A child or their parent/carer, raises a concern with a member of staff
- A child's needs are unclear, or broader than the member of staff's service can address.

The process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory.

The Integrated Working Support Team (IWST) advise and support professionals around the CAF process; and help professionals to identify the most appropriate support services for a family's identified needs.

In order to best support our children and families, Brookfields School will participate fully in the CAF/Early Help process and will show willing to take on the role of Lead Professional where appropriate.

#### **To contact IWST:**

Runcorn Tel: 0151 511 6678  
Widnes Tel: 0151 511 8555

#### **5.0 WHAT TO DO IF YOU HAVE A SAFEGUARDING CONCERN**

- 5.1 All of us have a statutory duty to safeguard and promote the welfare of children and young people. If any member of the school community has a safeguarding concern regarding a child, they should contact the Senior Designated Person without delay. Staff and governors should not investigate possible abuse or neglect themselves.
- 5.2 The Senior Designated Person will consider the information they have received and will determine what action should be taken by the school. They must record the outcome of this decision making process.
- 5.3 If the Senior Designated Person is unsure as to whether the presenting concern reaches the threshold for referral to Children's Social Care they should contact the Duty Social Worker for advice. (Contact details are included in Appendix 2 Referral Flowchart.)
- 5.4 If the Senior Designated Person feels that the concern should be addressed via the Common Assessment Framework (CAF) or Children in Need processes, then they should contact the child's parent(s) to request consent to proceed. If the parent(s) refuses to give consent, the Senior Designated Person should consider how to proceed, including if refusal increases the risk of harm to the child.
- 5.5 Where the Senior Designated Person feels that the information indicates that a child is in need of protection, they should still contact the parent(s) to inform them that they are

making a referral to Children's Social Care, unless to do so would place the child at increased risk of harm; for example:

- where sexual abuse is suspected or disclosed
- where fabricated or induced illness is suspected
- where to do so would impede an existing criminal investigation

5.6 All referrals must be followed up in writing within 48 hours. If the school does not receive a written response of the outcome to the referral from Children's Social Care within three working days, the Senior Designated Person should contact the Duty Social Worker immediately.

## **6.0 Process to follow if a child makes a disclosure to you that may relate to abuse or possible abuse.**

6.1 If a child makes a disclosure of abuse to you:

### **You should:**

- Listen and keep calm. Do not interrupt.
- You MUST NOT promise the child that you will keep the matter confidential. Explain to the child who you will need to tell and why.
- Observe visible bruises and marks but do not ask a child to remove or adjust their clothing to observe them.
- Keep questions to a minimum as your role is not to investigate. If you need to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions. For example, if the child says that they have been hurt, ask "how did you get hurt?" rather than "did someone hit you?"
- Write down what has been said immediately afterwards in words used by the child and yourself to the best of your memory.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanor of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third party information
- The matter should be immediately reported to the Senior Designated Person, and all records taken should be handed over at this time.
- If in doubt seek advice from the Senior Designated Person.

## **7.0 RECORDING, MAINTENANCE & TRANSFER OF RECORDS**

7.1 All safeguarding concerns should be recorded on the Cause for Concern Form (see Appendix 1). Such records should be maintained in a Child Protection File separate to the child's pupil file. (See Appendix 2 for exemplar front sheet for Child Protection File.) Access to such records should be on a need to know basis only.

7.2 Individual files should be clearly organised in chronological order and all entries should be signed in a legible manner, and dated, by the person making the entry. This should include their role/designation at the school.

7.3 Such records will be kept in a locked filing cabinet. The Senior Designated Person and their Deputy will keep the keys.

- 7.4 When/if a child transfers between schools the Senior Designated Person will be responsible for transferring the child's Child Protection File to the new school. The Senior Designated Person will speak to their counterpart in the school to which the child is transferring in order to ensure that they are aware that the file is to be transferred. The file should be copied and transferred as soon as possible, but separately to the main school file. The file should be signed upon receipt, and delivered by hand wherever possible. The original file will be kept in school until D.O.B. plus 25 years.

## **8.0 ROLE & RESPONSIBILITIES OF SENIOR DESIGNATED PERSON**

- Provide support, advice and guidance to colleagues
- Share good practice
- Recognize signs / indicators of abuse and decide when referrals to Children's Social Care / other relevant agencies are appropriate
- Liaise with Head teacher (where the role is not carried out by the head teacher) to inform him / her of any issues or on-going investigations. Ensure there is always cover for the SDP role by having a named deputy or team of deputies
- Liaise with relevant agencies (where appropriate) to inform the decision on whether to make a referral to Children's Social Care (IWST, Safeguarding Unit, etc.)
- Attend and effectively contribute to Child in Need, Case Conference, Core Groups, Child in Care reviews and any other meetings requested by other agencies. Provide written reports at such meetings. If unable to attend, send apologies and submit a comprehensive written report
- Ensure the organisation's child protection and safeguarding related policies are up to date and reviewed annually. Work with the governing body / named governor regarding this
- Ensure every member of staff has access to and understands the school's child protection and safeguarding related policies (including whistleblowing, etc.)
- Ensure that parents have access to and have seen the Child Protection policy which alerts them to the fact that referrals may be made and the role the establishment has in this to avoid possible future conflict
- Ensure pupils are also aware of the Child Protection policy (child friendly version of policy)
- Keep detailed, accurate and secure written records of referrals and concerns. Ensure these records are stored in a locked filing cabinet and are not accessible by staff / students
- Monitor and track students who are subject to Children's Social Care intervention
- Provide an annual report for the governing body that includes as a minimum: anonymised information on the number and type of incidents/cases, numbers of referrals to Children's Social Care and numbers of children subject to a protection plan; detailing any changes to safeguarding related policy and procedures; training undertaken by the Senior Designated Person, their deputy and by all staff and governors.
- When pupils leave the school, ensure their child protection file is copied and transferred as soon as possible, but separately to the main school file. Ensure that this file is hand delivered and signed for where possible. Keep the original file in school.
- Ensure all staff have safeguarding training as part of their induction and attend subsequent training appropriate to their role, at least every 3 years.
- Attend training appropriate to the role of SDP at least every two years

## **9.0 ROLE & RESPONSIBILITIES OF GOVERNING BODY AND NOMINATED GOVERNOR**

- 9.1 Governing bodies are responsible for ensuring the school's policies and procedures for child protection meet statutory requirements. The Senior Designated Person should liaise with the Nominated Governor for Safeguarding so that the Nominated Governor can report to the governing body about safeguarding issues. Reports to the governing body should not be about specific child protection cases, but should review the safeguarding policies and procedures. It is good practice for the Nominated Governor and the Senior Designated Person to present the report together. All governors have a responsibility to ensure the school's safeguarding measures meet statutory requirements and all should know what to do if they have concerns about a child.

## **10.0 ROLE & RESPONSIBILITIES OF STAFF**

- 10.1 Through regular contact with children staff across the school community are well placed to identify concerns and have individual responsibility for reporting such concerns to the designated child protection staff without delay.
- 10.2 Staff will ensure that they are able to recognize possible indicators of abuse and neglect and know who to report their concerns to.
- 10.3 Staff will report any safeguarding concerns to the Senior Designated Person without delay.
- 10.4 Staff will co-operate with safeguarding enquiries made by Children's Social Care in relation to our pupils.
- 10.5 Staff will develop effective links with other agencies in the interests of child welfare.
- 10.6 Staff will ensure that they attend safeguarding training appropriate to their role at least every three years.

## **11.0 ALLEGATIONS MANAGEMENT**

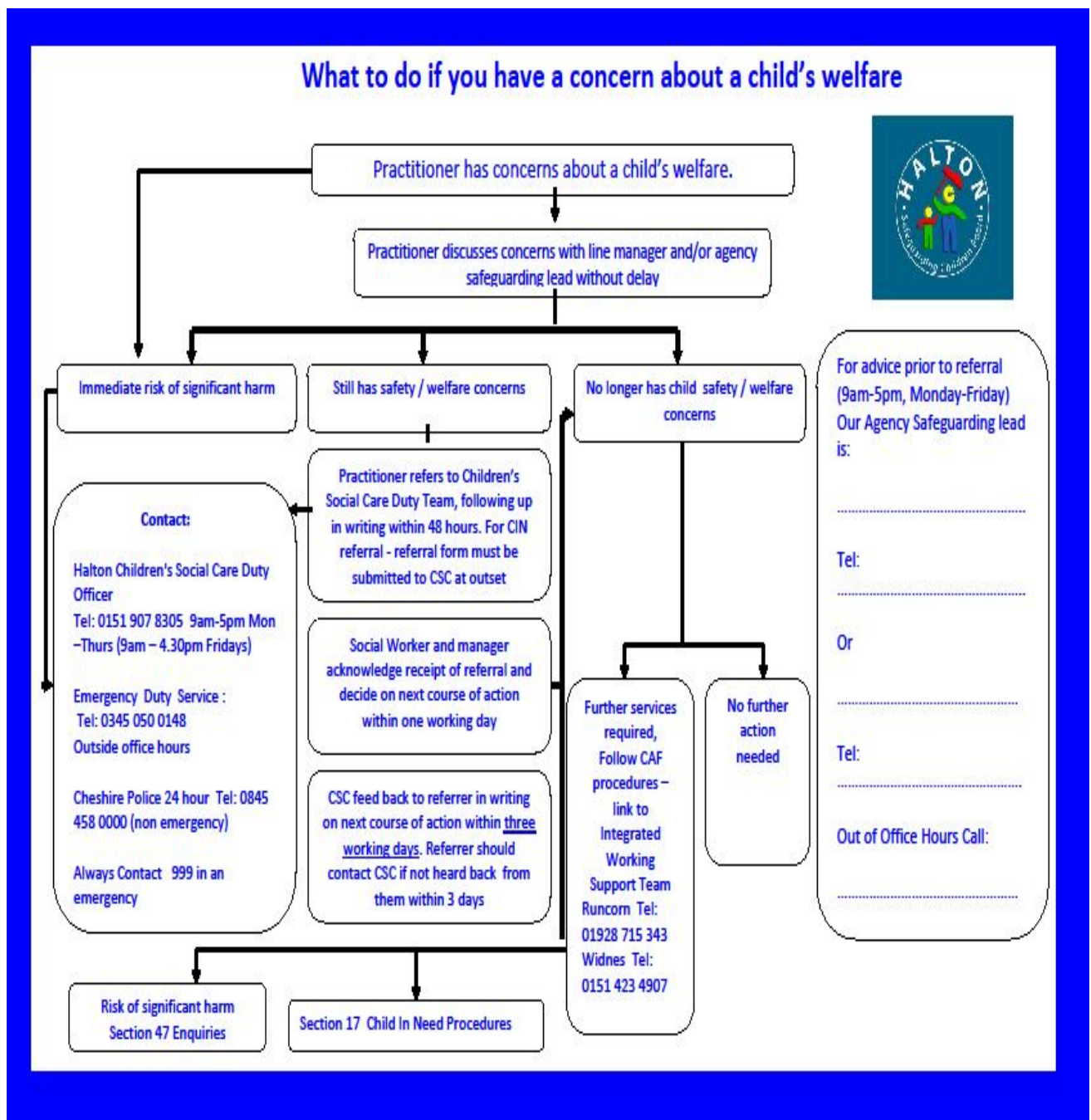
- 11.1 Where allegations against a staff member are made, the Headteacher will be notified immediately. In the event that the Headteacher is not available, or the allegation concerns them, the Chair of Governors should be contacted. *Please see Allegations against Adults Policy for further details.*
- 11.2 Halton's Allegations Against Adults (AAA) procedures should be followed in all cases where it is alleged that a member of staff 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 he/she is unsuitable to work with children.
- 11.3 Responding to the allegation in a timely and fair manner is essential. The school needs to consider what immediate actions are required to reduce any risk to children within the school. This may include the staff member being moved to a position in the school where they have no contact with children, or could include that the person is suspended from duty whilst an investigation is undertaken.

- 11.4 A referral should be made to the Local Authority Designated Officer (LADO), Katherine Appleton, who, where appropriate, will arrange for a Strategy Meeting to be undertaken. In the event that the LADO is not available the school should request to speak with a duty worker within the Safeguarding Unit. The contact details for the LADO are 0151 511 6942.
- 11.5 The school should record as much detail as possible about the initial disclosure but should not take statements from children or employees or investigate the matter further.
- 11.6 The school needs to ensure that the staff member is made aware that an allegation has been made, but should not be provided with any further details initially. They should be advised of the procedures regarding allegations and that they have appropriate support.

**Forms in use by Brookfields School.**


- Flow chart of what to do if you have a concern about a child's welfare. (p.14)
- Cause for concern form (p.15/16)
- Halton LADO Procedures Flowchart (p.17)

- Flow chart of what to do if you have a concern about a child's welfare.



## BROOKFIELDS Record of Concern

CHILDS NAME:
COMPLETED BY;
DATE:
DISCUSSED WITH DESIGNATED PERSON; YES/NO



## RECORD OF DISCUSSION WITH PARENT / CARER

NAME OF PARENT/CARER:
DATE / TIME

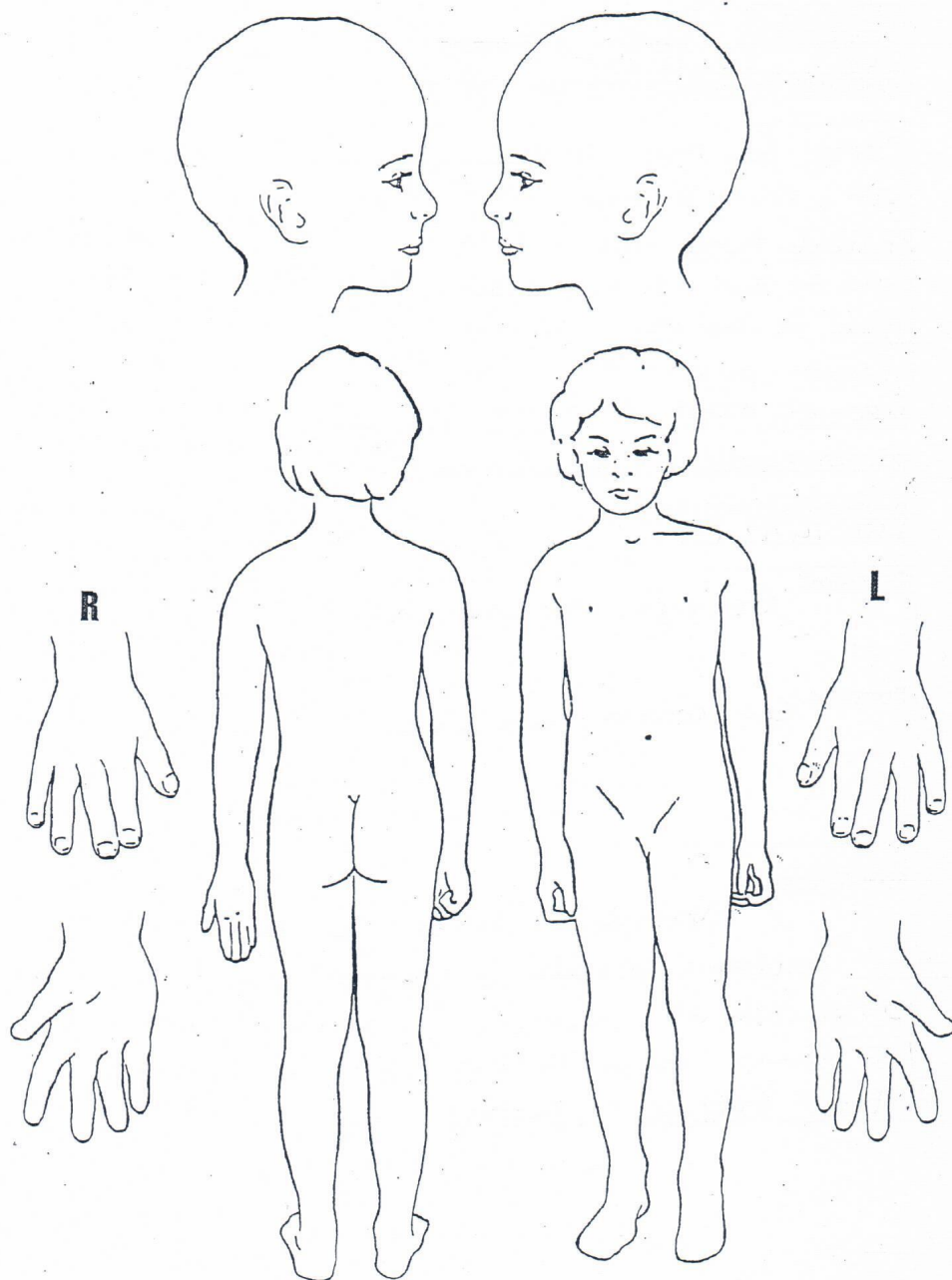
ISSUE RAISED:

DISCUSSION:

ACTION / OUTCOME:

SIGNED: \_\_\_\_\_

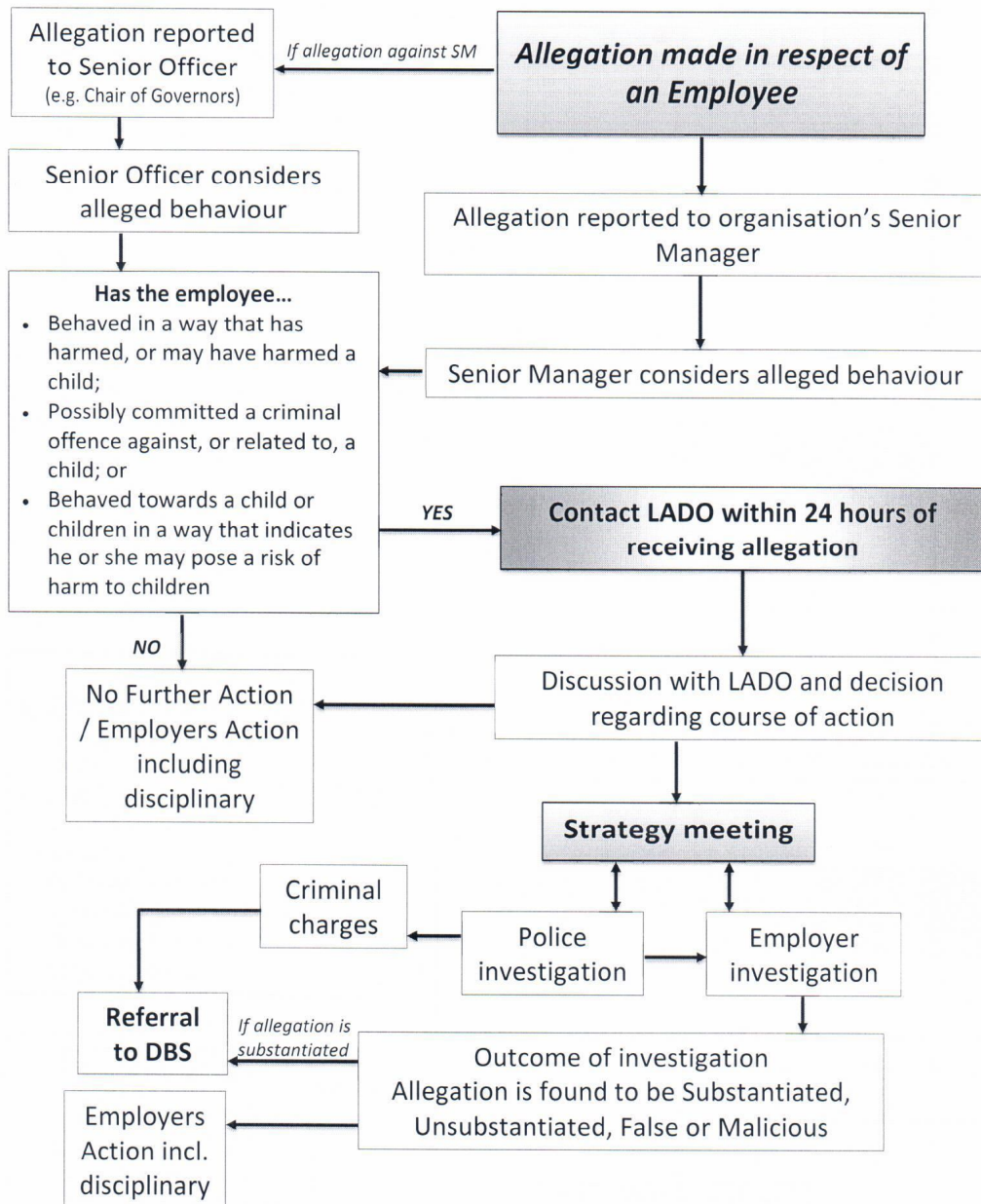
Name \_\_\_\_\_ Date \_\_\_\_\_





## MANAGING ALLEGATIONS AGAINST ADULTS

### HALTON LADO PROCEDURES FLOWCHART



*LADO tracks progress, outcomes, etc. and reports to LSCB and DfE*