

Haydock High School



Child Protection & Safeguarding Policy

Designated Safeguarding Lead: Mrs J Wright

Deputy Designated Safeguarding Lead: Mrs C Douras

Policy Review Guidance	
Statutory	Yes
Review Cycle	Annually
Reviewer (s)	Full Governing Body
Member of Staff Responsible	Designated Safeguarding Lead
Last reviewed	July 2018
Next Review Date	July 2019

The aim of this policy is to safeguard and promote our students' welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance.

Our School fully recognises the contribution it can make to protect children and supporting students in school'.

- 1.1 This policy has been developed in accordance with the principles established by the Children's Act 1989 and 2004; the Education Act 2002, and in line with government publications 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 (Framework for the Assessment of Children in Need and their Families' 2000 'What to do if you are worried a child is being abused' 2003. The guidance reflects, 'Keeping Children Safe in Education 2018'.

There are three main elements to our Child Protection & Safeguarding Policy.

(a) Prevention (Section 47 Children at immediate risk):

e.g. through a positive school atmosphere, teaching, pastoral support, **mentoring, school systems, health and safety and enrichment activities.**

(b) Protection:

By following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns, **by regular scrutiny of data to ensure early intervention and by being committed to working collaboratively with key agents.**

(c) Support:

For all students and their families, school staff, volunteers and external agents.

This policy applies to all teaching, non teaching and volunteer staff.

2. School Commitment

- 2.1. We recognise that education, self-esteem, supportive peers and clear lines of communication with a trusted adult helps all children and young people, and especially those at risk of, or suffering from, abuse.

- 2.2 Our School will therefore:

(a) Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to. This will be achieved with support from our policy of continuity of care, transition policy, anti-bully policy, pastoral and inclusion teams

(b) Ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty. The positive relationships between staff and students are founded in the school mantra of 'We Care, We Support, and We Achieve'.

(c) Include in the curriculum activities and opportunities for PSHE / Citizenship / Personal Development which equip students with the skills they need to stay safe from abuse and which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

(d) Ensure all staff establish effective working relationships with parents/carers and colleagues from other agencies.

(e) Review security and health and safety features on a regular basis.

3. Framework

- 3.1 'Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.' (Working Together to Safeguard Children 2015).
- 3.2 Child protection is the responsibility of all adults especially those working with children and young people. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Area Child Protection Committee (Local Safeguarding Children Boards).

4. Roles and Responsibilities

- 4.1. All adults working with or on behalf of children and young people have a responsibility to safeguard and promote their welfare. There are, however, key people within schools and the LCSB who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.
- 4.2 The role of the **Designated Safeguarding Lead** is to maintain and update records of intervention, ensure action on any child or young person who give concern, liaise with all agencies to support the welfare of students and to ensure that appropriate training and information is presented to all staff. The **Deputy Designated Safeguarding Lead** will support the **Designated Safeguarding Lead** in all these matters. The Designated Safeguarding Lead with responsibility for Safeguarding will meet at least weekly with the Deputy Designated Safeguarding Lead to manage safeguarding supervision.
- 4.3. The Head of School will be made aware of all referrals, be updated on any child perceived to be at risk and assumes ultimate responsibility.
- 4.4. The Governing Body ensures that staff are allocated the appropriate time to complete their duties in respect of Child Protection & Safeguarding and that policy and practices are regularly reviewed and updated. As a matter of confidentiality Governors will not be given details relating to specific child protection situations.
- 4.5. The LSCB (Local Safeguarding Children Board) coordinates action between agencies, supports with networking and training and provides an ongoing advice service.

5. Procedures

- 5.1 Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the Local Safeguarding Board's (LSCB) procedures. Information and templates can be found at www.sthelenslscb.org.uk
- 5.2 School staff will be kept updated with Child Protection procedures through the school handbook, staff briefings and training (inc. induction). This will be followed by updates every two years through staff development evenings or by individual training sessions.
- 5.3 All staff regardless of their role receives training and guidance which contain information on recognition of a possible safeguarding issue and how to pass on their concerns.

6. Training and Support

- 6.1 Our School will ensure that the **Head of School, Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead** and the governing body attend training relevant to their role. In planning for succession other members of staff will be trained.
- 6.2 All staff will have access to Child Protection training (including Safeguarding, Early Help, Prevent, CSE, FGM, Forced Marriage, Online safety, etc) which is relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. It is extremely important that all staff have access to appropriate training in order that they are able to react appropriately if an incident should occur.
- 6.3 Refresher training will be available every three years for all staff, but bi-annually for named designated staff in order that awareness of emerging issues such as sexual exploitation, forced marriages and genital mutilation is covered and all staff receive up to date training. The demands and difficulties associated with working in this very sensitive area cannot be ignored, and staff will receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.
- 6.4 All staff of the school will be trained to recognise and respond to situations where a child may be considered to be at risk. This includes FGM, the Prevent Strategy 2011 and our 'Prevent Duty'. All staff receive online training and regular updates in line with anti-terrorism guidance.
- 6.5 In addition all staff members will receive regular safeguarding and child protection updates (including, via email, e-bulletins, briefings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 6.6 Any staff member with a concern about the safety or welfare of a student must complete their concern in CPOMS under Welfare Concern or contact the *Designated Safeguarding Lead or Deputy Designated Safeguarding Lead* via telephone or face to face for immediate response. (see Appendix 1 Reporting a Welfare Concern @ HHS).

7. Professional Confidentiality

- 7.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children and young people, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child or young person.
- 7.2 Our school works on the basis of "need to know" - where there is a concern, appropriate staff will be informed and provided with sufficient information to ensure that the student's wellbeing is ensured.
- 7.3 All staff in this position will be informed that information is confidential with clear markings on any literature.
- 7.4 Staff will never guarantee confidentiality to a student who intends to make any disclosure and will be clear that any situation which may affect the health or wellbeing of that child or any other person will be subject to referral elsewhere.
- 7.5 Student will be advised of the above in any situation that may result in concern e.g. if a child asks an adult to keep a secret.
- 7.6 In the event that a member of staff has any concern it should be reported immediately to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, or Head of School.

- 7.7 Staff must not make a disclosure to any other students, member of staff, parent/carer or Governor.
- 7.8 If necessary the designated member of staff should contact Social Services or representatives from the relevant department or organisation.
- 7.9 Professionals can only work together to safeguard children and young people if there is an exchange of relevant information between them. This has been recognised in principle by the courts.
- 7.10 Any disclosure of personal information to others, including to social service departments, must always, however, have regard to both common and statute law.
- 7.11 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8 and in accordance with General Data Protection Regulation 2018*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child.
- 7.12 The safety and welfare of a child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard children and young people
- 7.13 Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

8 Records and Monitoring

- 8.1 Well-kept records are essential to good safeguarding practice. Our school is clear about the need to record any concerns held about a child or young person within our school, the status of such records and when these records should be passed over to other agencies.
- 8.2 All Safeguarding and Child Protection records are kept in a locked cabinet and updated regularly.
- 8.3 In the event of a child transferring to another school all documentation will be delivered by hand or couriered to the receiving school. If there is no knowledge of a receiving school the School will make every attempt to contact the Social Services Department and the Education Authority of any known venue and will report the matter to the Education Welfare Service. Guidance from the government's missing children and adults strategy and the department's children missing education guidance should be followed
- 8.4 Concerns about the behaviour, welfare or safety of individual students are shared and updated weekly in the timetabled meeting. This group is attended by Head of School (Upper or Lower), SENCO, Head of Year(s), Head of Achievement(s) and Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. If information arises from this meeting of a safeguarding nature appropriate action is taken and notes transferred to the CP file.

9. Attendance at Child Protection Conferences, Core Groups and Family Action Meetings

- 9.1 Child Protection Conferences, Core Groups, Family Action meetings and CLA (LAC) meetings are held to support children/young people and families in need.

- 9.2 Our school will ensure that the appropriate key worker attends any conference which the school is invited to. Information pertaining to attendance, academic progress, behaviour and a log of incidents will be prepared for the conference.
- 9.3 Support and training will be offered from the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead for this purpose.
- 9.4 Every care will be taken to ensure and maintain good relationships with parents/carers before, during and after any referrals. This will be ensured by keeping parents/carers informed and involved in discussion about their children/young people in school. Permission will always be sought for any referral to other agencies except in the event of a child protection referral where advice will be sought from social services as the referral is made.

10. Supporting Students at Risk

- 10.1. Our school recognises that students who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way.
 School may be the only stable, secure and predictable element in the lives of children/young people at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school. It is also recognised that some children or young who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child or young person can receive appropriate help and support.'
- 10.2. School works with Operation Encompass and its procedures are followed whenever a referral is made. Operation Encompass will contact the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead with a referral / information. This is recorded in the appropriate place and the relevant support for the child or young person put in place.
- 10.3. This school will endeavour to support students through:
 - (a) The curriculum, to encourage achievement, self-esteem and self-motivation.
 - (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
 - (c) The implementation of school behaviour management policies.
 - (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
 - (e) Regular liaison with other professionals and agencies that support the students and their families.
 - (f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
 - (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- 10.4 This policy should be read in conjunction with other related policies in school.
 These include:
 - Recruitment and Selection
 - Student Guidance
 - Behaviour Management Policy
 - E Safety and Acceptable Use Policy
 - Anti-Bullying and Anti-Harassment
 - Positive Handling
 - Special Education Needs

- Health and Safety
- Sex and Relationships Education
- Drug and Alcohol
- Educational Visits
- Whistleblowing
- Procedure for managing allegations against people working with children and young people
- Equality
- Racial Harrassment

- 10.5 We recognise that, statistically, children and young people with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children and young people with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children and young people may also be vulnerable and in need of support or protection.
- 10.6 We have recognised that students are particularly at risk when attendance is low or falling quickly and when a child transfers in or out of school at a time other than the normal point of entry or departure. As a result in both circumstances we have developed strategies to ensure that each individual student is the subject of close scrutiny. The procedures and responsibilities for children missing from education is made known to relevant staff.
- 10.7 Students of all races, religions, cultures and sexual orientation must be treated with respect. Sensitivity to these areas will be managed through curriculum delivery, and additional support made available to any student or member of staff who requests it. Where applicable, a referral can be made to an appropriate agency.
- 10.8 Procedures for sending students home in the event of illness will be regularly reviewed and monitored in terms of frequency and acceptance of parental responsibility. Action will be taken when necessary.
- 10.9 Children with a recognised disability or medical issue may be subject to a care plan. These will be held securely at student services and required staff will have access to them. Medicines will be managed centrally by trained staff.

11. Safe Schools, Safe Staff

- 11.1 Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any responsible person to question their motivation and intentions.
- 11.2 Staff should work and be seen to work in an open and transparent way.
- 11.3 Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident which may give rise to concern.
- 11.4 Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.
- 11.5 Staff should apply the same professional standards regardless of gender, sexuality ethnicity, disability, etc.
- 11.6 All staff should know the name of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead, be familiar with Child Protection and Safeguarding Procedures, and the introduction of the Early Help Strategy (2016 – 2019) and understand their responsibilities to safeguard and protect children and young people. (See Appendix 2 – St. Helens Safeguarding Flowchart)

- 11.7 Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- 11.8 Staff must exercise caution to ensure that they follow guidelines about which behaviours constitute safe practice and which behaviours should be avoided. These are available in ***Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings. – October 2015***
- 11.9 Staff are informed of the School's policy of Positive Handling of students through the Team Teach technique and reference to the School Behaviour Policy.
- 11.10 Parents/Carer are informed prior to sex education classes and staff are advised to refer any health matters to the Designated Safeguarding lead or Deputy Designated Safeguarding Lead or the Head of Year. They in turn will refer to the School nurse, rather than give individual advice themselves.
- 11.11 Volunteer support from parents/carers is welcomed but subject to all appropriate checks.
- 11.12 The school shares experiences and concerns through involvement in serious case review briefings and is well supported by the officers in the Local Authority and LSCB in the event of any immediate concern.
- 11.13 The school recognises that its duty of care to the students is paramount and operates a Whistleblowing policy by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff acknowledge their individual responsibilities to bring matters of concern to the attention of senior management or relevant external agencies.
- 11.14 All staff and Governors are appointed subject to CRB/DBS and List 99 clearance. The records of these checks are held centrally alongside Safeguarding training records.
- 11.15 This policy will be reviewed annually.

12. PROTECTION (Section 47)

12.1 Referrals to the Contact Centre via Front Door Team

The appropriate form should be used to provide information to social services following any referral, where, following an assessment of a situation, it is considered immediate protective action is required; a child protection referral/Early Intervention referral must be made by the Designated Safeguarding Lead or the Deputy Designated Safeguarding. **This referral will be by telephone to the relevant team at the Contact Centre, followed up by secure e-mail for confirmation.**

If it is a child protection referral:

- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead should complete the referral
 - The Head of School will be informed of every referral made.
- 12.2 In these circumstances, we will have records detailing what work has been undertaken by our school to support the child/young person and family and why we believe that a more corporate and co-ordinated approach is needed. The request for coordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.
- This form will be completed by the key member of staff working with that child
 - A copy will be stored securely in CPOMS under Child Protection.

13. Procedures to follow if a member of staff is concerned about the welfare or safety of a child:

- 13.1 The St Helens Safeguarding Flowchart is clearly displayed in key staff areas, frequently referred to and followed. (See Appendix 2 – St. Helens Safeguarding Flowchart)
- 13.2 If a member of staff has a concern it should be reported to Designated Safeguarding Lead (Mrs Wright) and Deputy Designated Safeguarding Lead (Mrs Douras) via CPOMS. They will seek other information or advice and discuss the issue with the Head of School.
- 13.3 The reporting member of staff should record concern in CPOMS as Welfare Concern as soon as possible; this may need to be immediately.
- 13.4 The child or young person should always be listened to and reassured.
- 13.5 In most cases parents/carers would be contacted unless advised by social service to the contrary.
- 13.6 If no other person shares the concern the incident is logged and kept in the secure area and may be re-referred to should any other referral arise.
- 13.7 The person referring should be given appropriate feedback

14. SUPPORT / (Early Help and Section 17)

- 14.1 When it is deemed that a child is in need of support and that need cannot be met by a single agency, Think Family procedures will be instigated in line with the Children's Strategic Partnership and the Area Child Protection Committee/Safeguarding Board. The Children's Act 1989 outlines that, under section 17(1) **services would be provided to safeguard and promote the welfare of children within their area who are in need and so far as is consistent with that duty, to promote the upbringing of such children by their families by providing a range and level of services appropriate to those children's needs.** These needs would be addressed via Early Help, EHAT, Family Action Meetings and plans which would be implemented by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead at level 2 or 3 of the Continuum of Need.

14.2 Early Help Assessment Tool (EHAT)

The key aims are:

- To standardise a national approach: The EHAT introduces a common framework for assessment which can be used by the all child related agencies for any young person/child in need of support.
- To support early intervention by reaching children or young people before they reach crisis point.
- To improve joint working and communication between all practitioners.
- To support the sharing of information by building a picture of the child/ young person over time and including strengths and needs using the standardised format.
- To improve consistency and coordination between assessments; this may lead to fewer and shorter specialist assessments.
- To make better referrals by using more evidence based information. Whilst the CAF is not a referral form, it can be used to support a referral if necessary and appropriate.

14.3 Procedures for introducing an EHAT

When school feels it necessary and appropriate to instigate an EHAT, permission will be sought from parents/carers and all Think Family procedures will be followed. In addition to this, the Level 2 Panel can request School led EHATs and/or transfer EHATs to school.

14.4 Think Family Procedures

- A representative of the School will meet with parents/carers to obtain authorisation to share information using the EHAT multi-agency consent form.
- The EHAT consultation form will be completed to document conversations and outcomes with other professionals who will have input into the EHAT meeting.
- EHAT assessment forms will be completed for each child/young person or a group assessment complete if more than one sibling.
- Invitations will be sent to all appropriate partner agencies and professionals through the electronic EHAT System.
- The EHAT meeting will be held and minutes taken.
- An EHAT plan will be discussed and agreed at the meeting and complied by the lead professional agency.
- Members signatories will be obtained at the meeting, included in the EHAT plan and the records will be held on the electronic EHAT System and hard copies provided to parents/carers.
- A review date will be set for one month after the original meeting and further reviews organised at 3 monthly intervals thereafter. All parties should sign the agreement form having agreed the level of need and the lead professional agency.

15. Procedures to follow if an allegation is made against a member of staff.

- 15.1 Any allegation against a member of staff will be referred immediately to the Head of School unless the allegation is about the Head of School in which case it should be referred to the Executive Headteacher.
- 15.2 If the allegation meets the following criteria the Head of School should report it to the LA Designated Officer (LADO) on the same day.
- 15.3 That a member of staff in a school (including a volunteer) has;
- behaved in a way that has harmed a child, or may have harmed a child; or,
 - possibly have committed a criminal offence against or related to a child; or,
 - behaved in a way towards a child or children that indicates that s/he is unsuitable to work with children.
- 15.4 The LADO will discuss the matter with the Head of School and where necessary obtain further details of the allegation and the circumstances in which it is made. The Head of School will not investigate the allegation at this stage.
- 15.5 If the allegation is not patently false and there is cause to suspect that a child is likely to suffer or has suffered significant harm the LADO will refer to social care.
- 15.6 If there is not cause to suspect that “significant harm” is an issue, but a criminal offence may have been committed, the LADO will inform the police.
- 15.7 In either case a strategy discussion with the LADO, the Head of School and the relevant agency should be convened.

- 15.8 If the allegation does not involve a possible criminal offence the Head of School will institute appropriate action **within 3 working days**. If a disciplinary hearing is required and does not require further investigation, it will be held **within 15 working days**.
- 15.9 If, on conclusion of the case the school ceases to use the person's services, the school should consult the LADO to determine whether a referral to the DoF is required.

16. **Recruitment**

- 16.1 Senior staff will follow guidelines issued in Safeguarding and Safer Recruitment to ensure that all staff employed in the School are safe to work with our children. This will include appropriate training for senior staff involved in recruitment and appointments made subject to an appropriate enhanced DBS check.
- 16.2 A Single Central record of staff containing qualifications, List 99/ISA (October 2009), CRB/DBS checks will be held at the main office and updated as necessary.
- 16.3 Procedures for vetting other adults who work on site will be checked according to regulations and identity will be verified.

A. Named staff/personnel with designated responsibility for Child Protection

Academic Year	Designated Lead	Deputy Designated Lead	Nominated Governor
September 2015	Mrs J Singleton	Mrs C Douras	Mrs A Scott
September 2016	Mrs J Wright	Mrs C Douras	Mrs A Scott
September 2017	Mrs J Wright	Mrs C Douras	Mrs A Scott

B. Review dates for this policy

Review Date	Changes made	By whom
October 2009	Additional sub paragraph 18 – Safeguarding Recruitment	Mrs D Griffiths
January 2012	Update of all CIN procedures to Think Family approach. All CAF updates to the electronic version – eCAF	Mrs D Griffiths Mrs C Douras
July 2012	Updates to reflect Ofsted section 5 briefing on safeguarding children	Mrs D Griffiths Mrs C Douras Mrs K Brown
July 2013	Change of status from College to School. Inclusion of reference to Acceptable Use and E Safety Policy Reference to Staff Training Records	Mrs D Griffiths Mrs C Douras
March 2014	Minimal changes	Mrs D Griffiths Mrs C Douras
October 2015	Minimal changes	Mrs J Singleton Mrs C Douras
March 2016	Minimal changes	Mrs C Douras Mrs J Singleton
June 2016	Whole policy review in light of the ‘Keeping children safe in education: Statutory guidance for schools and colleges May 2016 and changes in staff roles and responsibilities	Mr I Murphy Mrs C Douras Mrs J Singleton Mrs J Wright
June 2017	Minimal changes	Mr I Murphy Mrs J Wright
June 2018	Minimal Change <ul style="list-style-type: none"> • Policy review in light of the ‘Keeping children safe in education: Statutory guidance for schools and colleges May 2018 • Reporting of Welfare Concerns • CPOMS 	Mrs J Wright Mrs C Douras

Appendix 1 – Reporting a Welfare Concern @ HHS

Please report any welfare concerns via CPOMS.

NB. If you feel there is an immediate risk, you must report concern to Mrs Wright (DSL), Mrs Douras (DDSL) or Mr Abram (HT) immediately via a telephone call or a face to face conversation. The concern must still be logged in CPOMS, ASAP.

CPOMS Instructions:

Log on to CPOMS system

Search for Student via Surname

Select Incident tab and then click New Incident

Record concern, please

- State concern - distinguish fact from opinion, for example ' In my professional opinion, Student A has looked unkempt for several weeks'.
- Provide date & time (if different to the time of logging concern)
- State any action(s) – for example 'I took the Student B to Student Services'

Under Categories select Welfare Concern. Please do not select any other category.

Add Link Student(s), if required.

Check Mrs Wright (DSL) and Mrs Douras (DDSL) are listed as Alert Staff Members.

Press Add Incident

Additional Information:

CPOMS will alert Mrs Wright (DSL) and Mrs Douras (DDSL) when a welfare concern is logged and will decide on the most appropriate action, these will be recorded in CPOMS.

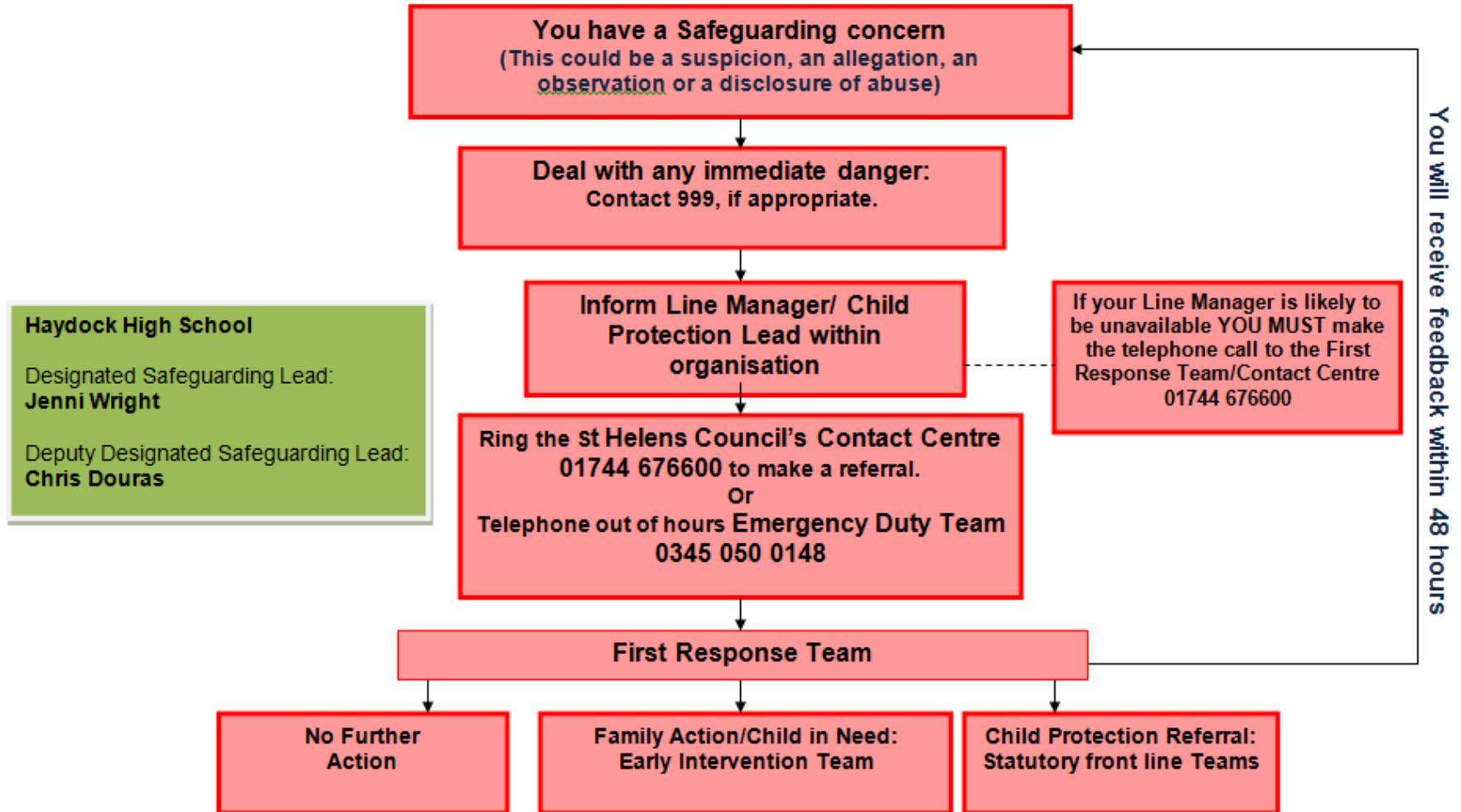
Please do not contact home regarding your concern nor discuss it with staff, apart from Mrs Wright (DSL), Mrs Douras (DDSL) or Mr Abram (HT).

If you would like feedback, please ask, however you may not be able to be provided with specific details.

If you have any worries or are unhappy about how a welfare concern has been dealt with please speak with Mrs Wright (DSL), Mrs Douras (DDSL) or Mr Abram (HT).

Appendix 2 – St. Helens Safeguarding Flowchart

St Helens Multi-Agency LSCB:
Process for reporting concerns about Children (Under 18)



Appendix 3 – OFSTED Signs of Successful Safeguarding Arrangements

When inspecting safeguarding, inspectors will need to use their professional judgement about the extent to which arrangements in a setting are having a positive impact on the safety and welfare of children and learners. This list is intended to help inspectors arrive at those judgements.

In settings that have effective safeguarding arrangements, there will be evidence of the following:

4.1

Children and learners are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so. There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.

4.2

Leaders and managers have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting.

4.3

All staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners.

4.4

Children and learners can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children or learners have been or are at risk, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures. Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system.

4.5

Written records are made in an appropriate and timely way and are held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.

4.6

Any child protection or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter should be referred to the local authority in which the setting is located.

4.7

A record of that referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm. There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation or extremism, or that they have sought additional advice and support. Children and learners are supported, protected and informed appropriately about the action the adult is taking to share their concerns. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of harm to a child.

4.8

There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.

4.9

Children who go missing receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home or education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. In relation to early years settings, providers are aware of and implement the requirements of the Statutory framework for the Early Years Foundation Stage when children go missing while in the care of the provider.

4.10

Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.

4.11

Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.

4.12

Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.

4.13

Leaders and staff make clear risk assessments and respond consistently to protect children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development.

4.14

Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff. Babies and young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's and learners' behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner.

4.15

Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.

4.16

Staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or learners or place them at risk.

4.17

There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.

4.18

The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.

4.19

All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners.