



CHILD PROTECTION AND SAFEGUARDING POLICY

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CHILD PROTECTION AND SAFEGUARDING POLICY FOR VICARAGE PRIMARY SCHOOL

1. Introduction

*“Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider at all times, what is in the **best interests** of the child”.*

(Keeping Children Safe in Education – DfE, September 2021)

This Child Protection and Safeguarding Policy is for all school staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read along with the school’s Staff Handbook which includes Staff Code of Conduct, the Physical Intervention Policy, Anti-Bullying Policy, Positive Behaviour Policy, Health and Safety Policy, Online Safety Policy and RSHE Policy.

Our school is committed to safeguarding children and to create a culture of vigilance in school. This policy should also be read in conjunction with Keeping Children Safe in Education (DfE, 2021).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2021 as:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2. Statutory framework

The Education Act 2002 Section 175, (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in the London Borough of Newham are the responsibilities of the Newham Safeguarding Children Partnership (NSCP). In Newham all professionals must work in accordance with the London Child Protection Procedures.

Our school also works in accordance with the following legislation and guidance:

[Keeping Children Safe in Education](#) (DfE September 2021)

[Working Together to Safeguard Children](#) (HMG, 2018)

Education Act 2002

[Counter-Terrorism and Security Act](#) (HMG, 2015)

September 2021

[The Prevent duty Departmental advice for schools and childcare providers \(DfE 2015\)](#)

[Prevent Duty Guidance for Further Education Establishments in England and Wales \(HMG 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

General Data Protection Regulations 2018 (GDPR)

[What to do if you're worried a child is being abused](#) (HMG, 2015)

[Searching, screening and confiscation](#) (DfE, 2019)

Children Act 1989

Children Act 2004

Children and Social Work Act 2017

Modern Slavery Act 2015

The Homelessness Reduction Act 2017

[Preventing and Tackling Bullying \(DfE, 2017\)](#),

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2017)

Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)

Advice on Whistleblowing in Maintained Schools (DfE 2014) <https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>

3. School roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment that enables them to learn and achieve their full potential. However, there are identified key adults in schools and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are shown on the front cover sheet of this policy.

3.1 The local governing body

The local governing body has a responsibility to ensure that the policies, procedures and professional development and training in our school are effective and comply with the statutory requirements at all times.

It ensures that all required policies relating to child protection and safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The local governing body also ensures there are a named Designated Safeguarding Lead and Deputy Safeguarding Lead in place and that they have their safeguarding role explicitly in the job description and are trained for the role as set out in Keeping Children Safe in Education 2021. There is a safeguarding link governor on the local governing body.

The local governing body ensures the school contributes fully to inter-agency working, in line with statutory and local guidance. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements.

The local governing body monitors to ensure that all staff members and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive training delivered by an external consultant at the start of the academic year, followed by regular safeguarding and child protection updates on a weekly basis through a newsletter and a question at the staff briefing to provide them with the relevant skills and up to date knowledge to keep our children safe. The governing body will also ensure that staff have the knowledge, skills and understanding of the additional vulnerabilities of looked after and previously looked after children to keep them safe.

The local governing body and school leadership team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place. It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

The local governing body ensures that children are taught to keep themselves safe, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place in school. Vicarage use the Impero filtering system.

Pupils are taught how to keep themselves safe through teaching and learning opportunities as part of a rich and balanced curriculum. Through daily assemblies, weekly PSHE lessons and class forums, termly anti bullying action days, themed events such as Mental Health Awareness week, there are planned opportunities for children to develop the skills they need to identify risks and stay safe. This is extended to include activities that will encourage them to develop essential life skills. This is shown through programmes such as, Stranger Danger in KS1. As part of the work, pupils visit the local fire and police stations to teach them about some of the organisations that work to keep them safe. In addition to this, the Metropolitan Police carry out a school engagement programme with all year groups. In Year 5 there is a Junior Citizens programme in which the children learn life skills such as team work and independence as well as the work of the different emergency services. The computing curriculum includes work on keeping safe online. Further work on promoting healthy relationship and taking care of yourself is carried out through both the science and RSHE curriculum.

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct (within the Staff handbook)
- Anti-Bullying Policy
- Positive Behaviour Policy
- RSHE Policy and curriculum
- Online Safety Policy

3.2 The Designated Safeguarding Lead (and Deputy)

The Designated Safeguarding Lead (DSL) in school takes the lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures in school and that everyone in school, including temporary staff, supply teachers, volunteers and contractors are aware of these procedures and that they are followed at all times. They are a source of advice and support to other staff on child protection matters and make sure that timely referrals to Newham Multi-Agency Safeguarding Hub are made in accordance with current London Child Protection Procedures. The Designated Safeguarding Lead (DSL) works with the local authority and other agencies as required. This includes the LA mental health support team where safeguarding concerns are linked to mental health. During term time the Designated Safeguarding Lead and/or a Deputy Designated Safeguarding Leads will always be available to discuss any safeguarding concern.

The designated safeguarding lead and deputies will liaise with the three safeguarding partners, and work with other agencies in line with 'Working Together to Safeguard Children: NPCC- When to call the police' should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. The three safeguarding partners are the Local Authority, the clinical commissioning group and the Chief Office of Police in the LA. The DSL will liaise with DSL's from the other schools in the Trust regarding policies and procedures.

3.3 The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, the Headteacher ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff. The Headteacher will ensure that children are taught about safeguarding, including on-line as part of the broad and balanced curriculum.

The Headteacher will make sure that she is satisfied that any children on the school roll placed with an alternative education provider can meet the needs of the child(ren) and obtain written confirmation that the appropriate safeguarding checks have been carried out.

3.4 All school staff (including supply staff and volunteers)

Everyone at our school has a responsibility to provide a learning environment in which our children can feel safe to learn. All staff members are prepared to identify children who may benefit from early help and understand their role and responsibilities within this process. This includes identifying any emerging problems so appropriate support may be provided and in liaison with the Designated Safeguarding Lead (DSL) report any concerns. All staff members, including supply staff and volunteers, are aware of and follow school processes as set out in this policy and are aware of how to make a referral to the Newham Multi-Agency Safeguarding Hub (MASH) when there is a need to do so.

4. Types of abuse / specific safeguarding issues

“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 others. Abuse can take place wholly on-line, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children”

Keeping Children Safe in Education (DfE, 2021)

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. Within those four main types of abuse there are specific types of abuse that our school is alert to.

4.1 Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- Has a mental health need
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- Is at risk of being radicalised or exploited;
- Has a family member in prison or is affected by parental offending
- Is in a family circumstance presenting challenging for the child, such as drug and alcohol misuse and adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- Has returned home to their family from care;
- Is at risk of ‘honour’ based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child; and
- Is persistently absent from education, including persistent absences for part of the school day

Our school will consider these additional vulnerabilities and challenges in considering the safeguarding of children

4.2 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of child abuse, which can happen to boys and girls from any background or community.

They occur when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

It is understood that a significant number of children who are victims of CSE and CCE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to CSE or CCE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead (DSL) will lead on any concerns and work with other agencies as appropriate.

4.3 Female Genital Mutilation (FGM)

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

From October 2015, the Serious Crime Act 2015 (Home Office, 2015) placed a duty on teachers to notify the police of any known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to FGM in line with the London Child Protection Procedures.

4.4 Peer on Peer abuse

Our school may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

All staff must be aware that children can abuse other children (often referred to as peer on peer abuse). Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyberbullying, prejudice-based and discriminatory bullying), sending or sharing sexually explicit comments, photos or videos, 'up skirting', physical bullying, initiation type violence and rituals as a way of initiating a child into a group.

Child on child sexual violence and sexual harassment

At Vicarage we do not tolerate any harmful behaviour and take swift action to intervene where this occurs. All staff should be able to reassure a child that their concern will be taken seriously and that they will be supported and kept safe. We will not tolerate any potentially harmful comments as 'banter' or an inevitable part of growing up. We use the curriculum, including lessons, assemblies, 'worry boxes' and circle time activities to help children understand, in an age-appropriate way, what is acceptable and unacceptable behaviour as well as support them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable or causing them harm. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

4.5 Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by informing the designated safeguarding lead or a deputy DSL.

4.6 Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Our school will ensure that sexual violence and sexual harassment is not acceptable in any circumstances. We do not accept that it is 'just part of growing up' or a joke. Our school will manage such incidences in the same way by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern we will follow the same procedures.

Sexual violence and harassment can occur between children of any age individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our school takes all

allegations seriously. Any victim of sexual harassment or violence will be offered support. This will include work with the learning mentor and school counsellor as well as support from outside agencies.

4.7 Children potentially at greater risk of harm

Whilst all children should be protected, it is important to recognise that some groups of children are potentially at greater risk of harm.

- Children who need a social worker (Child in Need and Child Protection Plans)
- Children missing from Education
- Elective Home Education
- Children requiring mental health support
- Looked after children and previously looked after children

5. Procedures

All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (DSL) or, in their absence, one of two Deputy Designated Safeguarding Leads at the school. Concerns may be raised verbally, using the form in Appendix 1 and/or through the Safeguard software which is available to all staff members.

At Vicarage, the Safeguarding team include, the Designated Safeguarding Lead, Shabana Khan (Head Teacher) the Deputy DSLs, Karen Dennett (Attendance/Early Help lead) and Shelly Ann Clunis (AHT/Inclusion lead) and Shahina Ali, Attendance Officer.

During term time there will always be a DSL or a deputy DSL present on site .If for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads are not available, this should not delay appropriate action being taken. Staff can speak to any senior member of staff. Any individual may also make a referral themselves using the Newham Referral Pathway.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (DSL) and deputy DSLs and how to share concerns.

All action is taken in accordance with the following guidance;

- Newham Safeguarding Children Partnership – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2021)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone using the Newham Referral Pathways or directly to the Police. Less urgent concerns or requests for support will be referred via the Newham Referral Pathways for consideration of Early Help support as appropriate. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. It may be necessary to seek advice from the Newham Triage team or the Police in making decisions about when it is appropriate to share information with parents or carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member can contact the Safeguarding link governor, Mr Anwar Khan.

Early Help

If early help is appropriate, the designated safeguarding lead (or deputy) will lead on liaising with other agencies and setting up an inter-agency assessment if appropriate. Staff may be required to support other agencies and professionals in an early help assessment.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

6. Training

The Designated Safeguarding Lead (DSL) and deputy DSLs undertake child protection training appropriate to the role at every two years as a minimum. The Headteacher, all staff members and governors receive appropriate child protection training that is regularly updated. This includes training led by an external safeguarding consultant at the start of the academic year. In addition, all staff members receive safeguarding and child protection updates weekly, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the Designated Safeguarding Lead (DSL) and deputy DSLs also undertake training in inter-agency working and other matters as appropriate.

7. Professional confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead (DSL) or one of the deputy DSLs immediately and may require further referral and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Designated Safeguarding Lead (DSL) or deputy DSLs with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst practitioners must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) it is not a barrier to sharing information. Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent or if to gain consent would place a child at risk.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies. At Vicarage, we use the software Safeguard to record concerns and relevant up to date information related to the pupil concerned. The Safeguarding Children Team consisting of the DSL, Deputy DSL's and Family Support Worker, Mrs Ali, meet on a fortnightly basis to discuss pupils on the vulnerable pupil register.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen, if appropriate, using a body map to record, with the date, time and location. All records will be dated and signed, with the name printed and will include the action taken. This is then presented to the Designated Safeguarding Lead (DSL) or deputy, who will decide on the appropriate action and record it accordingly.

Any records related to child protection are kept in an individual child protection file for that child, separate to the pupil file. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school or educational setting.

Where a pupil transfers from our school to another school or educational setting including colleges, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a pupil joins our school, we will request all child protection records from the previous educational establishment if none are received.

9. Interagency working

Schools often hold crucial information and as such our school is an essential partner in strategy discussions, child protection conferences and core groups. Our school will be pro-active and prioritise inter-agency working to contribute to safeguarding children. It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at and a report is submitted to any child protection conference or core group meeting for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) and/or carer(s). Whoever represents the school will be fully briefed on any issues or concerns the school has and will be prepared to contribute to the discussions at the meeting(s).

If a child is subject to a child protection or a child in need plan, the Designated Safeguarding Lead (DSL) will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. The Designated Safeguarding Lead (DSL) will ensure the school prioritises

attendance at core group meetings and provide appropriate information to contribute to the plan at these meetings. Any concerns about the child protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead (DSL) will inform the child's key worker immediately and then record that they have done so and the actions agreed.

When we become aware that a child or young person who is being, or is going to be, privately fostered our school has a duty under Section 10 of the Children Act 2004 to inform the Local Authority to ensure the appropriate safeguards are in place. The Designated Safeguarding Lead (DSL) will make appropriate referrals using the Newham Referral pathways.

10. Allegations about members of the workforce

The aim of our school is to provide a safe and supportive environment that secures the well-being and best learning outcomes for children. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct included in the Staff Handbook. We do, however recognise that sometimes allegations of abuse are made and when they occur they are distressing and difficult for all. We also understand that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children. Our school takes all possible steps to safeguard our children and ensure that the adults in our school are safe to work with children.

We will always ensure that the procedures outlined in Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) by telephone 0203 373803 or email nick.pratt@newham.gov.uk

If an allegation is made or information is received about any member of staff or volunteer who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children. These may include low level concerns which include but are not limited to:
 - Being over friendly with children;
 - Having favourites;
 - Taking photographs of children on their mobile phone;
 - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - Using inappropriate sexualised, intimidating or offensive language.

The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff. In addition, staff should also alert the Headteacher if an individual has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not need to relate directly to a child.

Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors, Revd Quintin Peppiatt. In the event the Chair of Governors is not contactable the same day, the information must

be passed to the Vice Chair of Governors, Anwar Khan. The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff will undertake further investigations before seeking advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns within the school should contact the LADO directly.

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person from regulated activity. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

Supply Teachers

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LAOD, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

11. Whistleblowing

Whistleblowing is defined as '*making a disclosure in the public interest*' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct and Whistleblowing policy.

We want everyone to feel able to report any child protection or safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on: 0800 028 0285 or email: help@nspcc.org.uk

Parents or others in the wider school community with concerns can also contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

Appendix 1: Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form fully and pass it to the Designated Safeguarding Lead, Shabana Khan, or one of the deputy DSLs (Karen Dennett /Shelly Ann Clunis) if there is a safeguarding concern about a child.

Full Name of Child	Class	Your name and job title

Nature of worry, concern or disclosure	
Please include where you were when the child made a disclosure, if anyone else was there, what the child said or did and what your response	
Time and date of incident(if known)	
Was there an injury? Yes/ No	Did you see it Yes / No
Describe the injury	
Have you filled in the body plan to show where the injury is and its approximate size? Yes /No	
Was anyone else with you? If 'Yes' who?	
Any previous disclosures from the child?	
Who are you passing this information to?	
Name: Position:	
Your signature: Printed Name: Role in School: Date and time form completed:	

Recording Safeguarding Concerns

Time form received by Designated Safeguarding Lead:

Action taken by Designated Safeguarding Lead:

Referred to:

Attendance
Improvement
Officer

Police

School
Nurse

Children's
Triage

Early
Help

Guidance
Adviser

Other

☐☐☐☐☐☐☐

Date:

Time:

Have Parents been informed? Yes / No (If No, state reason)

Feedback given to:

☐

Safeguarding
Children Team

☐

Early Help
Lead

☐

Child

☐

Person who recorded disclosure

Further Action Agreed:

e.g. School to engage with family and start an Early Help Record to Understand Plan, Do and Review support and interventions

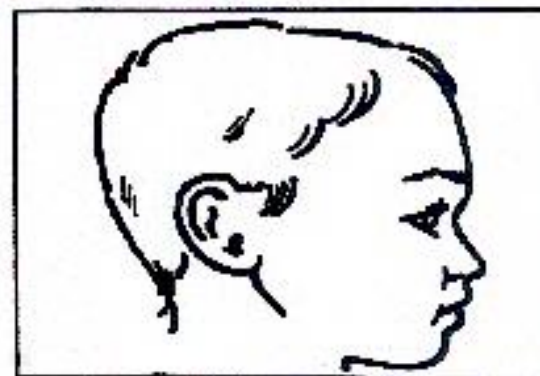
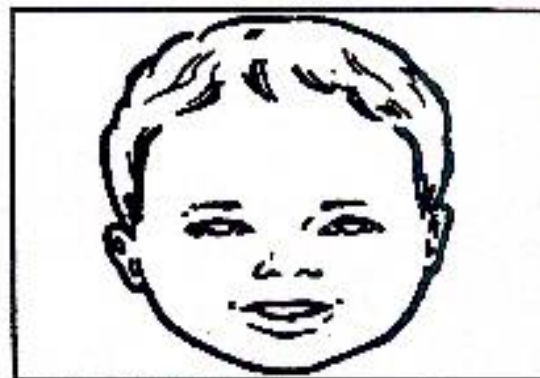
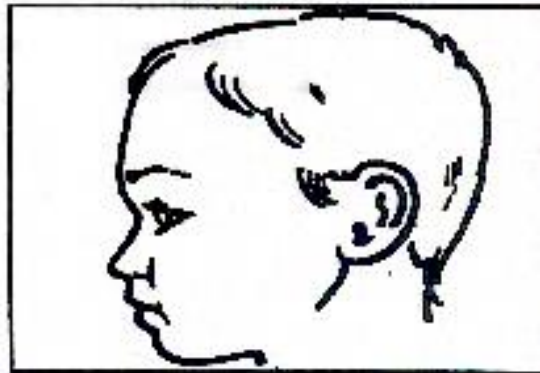
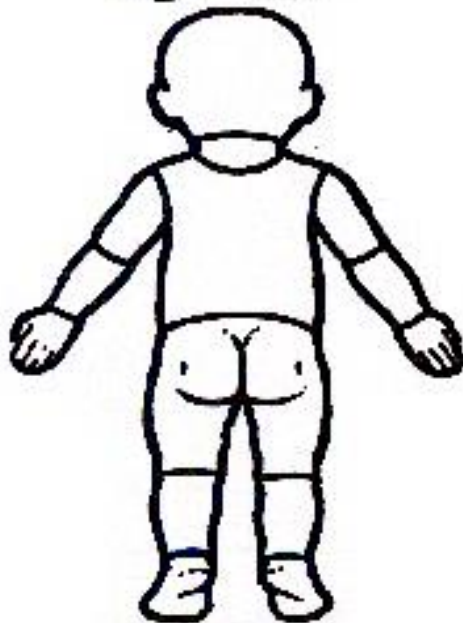
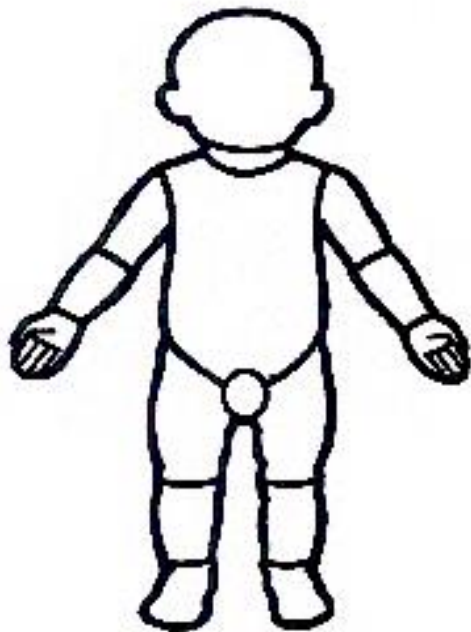
Full name:

DSL Signature:

Date

Appendix 2 –Body Plans

Young Child



Older Child

