

FLORENCE MELLY COMMUNITY PRIMARY SCHOOL



CHILD PROTECTION POLICY

Updated in September 2018 to reflect the changes set out in Keeping Children Safe in Education (2018)

RATIFIED: SEPTEMBER 2018
REVIEW: SEPTEMBER 2019

Child Protection Policy - September 2018

Our Child Protection Policy was updated in September 2018 to reflect the changes set out in Keeping Children Safe in Education (2018) which came into practice on Monday 3rd September 2018. You can access KCSiE (2018) through the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

The governors' minutes, from the full governing body meeting, reflect that this 'Child Protection Policy' was reviewed and agreed on 26th September 2018.

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.

1. Child Protection Statement:

'Florence Melly Community Primary School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

At Florence Melly Community Primary School we strongly believe that:

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (DfE 2018)

2. Definitions:

- (1) A child includes anyone under the age of 18.
- (2) Child protection: 'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'
- (3) Safeguarding Children: 'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.'
- (4) Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' (DfE 2018)
- (5) The definitions of physical abuse, emotional abuse, sexual abuse and neglect are set out in the DfE guidance Keeping Children Safe in Education (DfE 2018).

3. Policy Aims:

- (1) To ensure school takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children
- (2) To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.

- (3) To ensure that the school's practice meets local and national guidance and all statutory requirements are in place.

4. Key Principles:

- (1) The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- (2) Keeping Children Safe in Education (DfE 2018) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- (3) Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- (4) The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- (5) The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2018)
- (6) All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.'
- (7) 'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. (DfE 2018)
- (8) All staff have responsibility to report their concerns about a child **without delay** to the **Designated Safeguarding Lead (Mr Aaron Leach)**. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.
- (9) Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- (10) The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.' Working Together to Safeguard Children (DfE 2018)
- (11) The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- (12) The school will follow the Local Authority and the Local Safeguarding Children Board procedures and provide them with information as required.
- (13) Staff, children and families will need support following child protection processes being followed.
- (14) Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. Legislation and Guidance:

- (1) Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2018). **This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 and annexe A of this guidance.** This is available by scanning the QR code at the start of

this policy or by visiting the following website: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737606/Keeping_children_safe_in_education_part_1_Sept_2018.pdf. Part 1 of KCSiE (DfE 2018) and annexe A have been made available to all staff through the school's safeguarding e-bulletin system and copies placed on the safeguarding noticeboard located in the staffroom.

- (2) Local authorities have a duty to make enquiries under section 47 of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.
- (3) A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.
- (4) Section 175 of the **Education Act 2002** places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.
- (5) **Working Together to Safeguard Children** (DfE 2018) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies: 'Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.' A copy of 'Working Together to Safeguard Children' (DfE 2018) has been made available to all staff through the school's safeguarding e-bulletin system and copies placed on the safeguarding noticeboard located in the staffroom.
- (6) In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are required: 'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2018)
- (7) The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the Local Safeguarding Children Board's Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.
- (8) **The Counter-Terrorism and Security Act 2015** places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for schools and child care providers: '**The Prevent Duty**' (June 2015). The guidance summarises the requirements of schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children's Services to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism

and radicalisation in young people. A copy of 'The Prevent Duty' (June 2015) has been made available to all staff through the school's safeguarding e-bulletin system and copies placed on the safeguarding noticeboard located in the staffroom.

- (9) **'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)** places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- (10) Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's Designated Safeguarding Lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.' (DfE 2018)
- (11) The school will also consult the government guidance **Multi-agency statutory guidance on female genital mutilation (revised 2016)**. In addition, the school recognises the important role schools have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published **Multi-agency guidelines**, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.)
- (12) Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the **Statutory Framework for the Early Years Foundation Stage**.
- (13) **The Teaching Standards (DfE 2013)** also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others'
- (14) In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition, it would be a breach of trust to have a relationship with any school student over the age of 18.
- (15) **The school will also take account of additional DfE guidance including:**
- CSE Definition and a guidance for practitioners... (DfE 2017)
 - Criminal Exploitation of children and vulnerable adults: County Lines Guidance (DfE 2017)
 - Disqualification under the Childcare Act 2006
 - Information sharing: Advice for practitioners providing safeguarding services (HMG 2018)

- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- The Prevent Duty - Departmental advice for schools and childcare providers (DfE 2015)
- How social media is used to encourage travel to Syria and Iraq (DfE Briefing note for schools)
- The Ofsted School Inspection Handbook and Ofsted guidance: Inspecting safeguarding in early years, education and skills
- What to do if you are worried a child is being abused 2018 - Advice for practitioners (DfE 2018)
- Other DfE statutory guidance including: attendance and children who go missing from home or care which is found here <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

(16) The above documents have been made available to all staff through the school's safeguarding e-bulletin system, the safeguarding noticeboard located in the staffroom and through the school's website: <http://florencemelly.org/about-us/safeguarding/>

6. Communicating with parents and visitors:

- (1) Florence Melly Community Primary School is committed to the principles of Working Together to Safeguard Children which states that a 'child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.'
- (2) The following statement is provided to parents/carers so they are aware of the school's responsibilities: 'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited'. This is visible on the school website, on posters in the entrance foyer of the school (**appendix A**) and in the school's visitors information leaflet (**appendix B**).
- (3) The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carers of its need to make a referral. However, sometimes the school can in certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.
- (4) The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family'
- (5) The following notice is made available to all visitors in reception. In addition, all visitors are provided with additional safeguarding guidance: 'Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the Headteacher or Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing our visitors book you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.'
- (6) The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception, the staffroom and around the school on informative posters (**Appendix C**).

7. Roles and responsibilities:

The Headteacher is: **Mr Ken Heaton**

The Chair of Governors is: **Rev. Tom Allen**

The Designated Safeguarding Lead for Child Protection is: **Mr Aaron Leach**

Those trained to provide cover for the role of Designated Safeguarding Lead are: **Mr Joseph Doyle** and **Mrs Marion Campbell**.

The nominated Safeguarding/Child Protection Governors are: **Mrs Janet Matthews** and **Mrs Claire Clegg**.

The nominated governor for dealing with allegations against the Headteacher is: **Rev. Tom Allen**.

(1) The Governing body should ensure that:

- (1) Florence Melly Community Primary School meets the statutory responsibilities set out in Keeping Children Safe in Education (DfE 2018) and Working Together to Safeguard Children (DfE 2018).
- (2) The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's 'Responding to Needs Framework.' The LSCB's 'Responding to Needs Framework' will be made available to all staff via the school's e-bulletin system, a copy placed on the school's safeguarding noticeboard and through induction. They are on the school's safeguarding page on the website, which can be accessed through the following link: <http://florencemelly.org/about-us/safeguarding/>
- (3) The child protection policy is reviewed at least annually by the full governing body and available to parents, via the school's website and a scannable QR code on the parent noticeboard located on the playground.
- (4) All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium, 2015). Copies of both the school's Code of Conduct and the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium, 2015) will be made available on the school's website. They will also be issued to staff through safeguarding induction.
- (5) The school's practice is reviewed in line with Local Authority guidance, Local Safeguarding Children Board (LSCB) priorities and procedures and any actions identified in the Local Authority 175 Audit are completed.
- (6) There is a named Designated Safeguarding Lead who is a member of the school leadership team. There are colleagues trained to provide cover for the role.
- (7) The school has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the school. The school's 'Managing Allegations against Staff and Volunteers Procedures' is available on the school website.
- (8) There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Headteacher.
- (9) There are two nominated governors to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body. These are: **Mrs Janet Matthews** and **Mrs Clare Clegg**.
- (10) The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the Headteacher review the school's single central record.
- (11) The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe,

including on the internet or when using new technology. Any complaints about services lead to improvements in practice.

- (12) The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies.
- (13) It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
- (14) The governors are given guidance to support them to ensure the school meets its statutory safeguarding requirements.
- (15) There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students.
- (16) All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
- (17) The governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after.
- (18) Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

(2) The Headteacher will ensure that:

- (1) The Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DfE 2018) are followed in line with the school's Safer Recruitment Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training.
- (2) Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- (3) There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- (4) Referrals are made to the Disclosure and Barring Service and/or the National College of School Leadership as appropriate.
- (5) They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- (6) The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education (DfE, 2018) and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
- (7) The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them. Copies of the school's 'Safeguarding Curriculum' are available on the school website (**appendix D**).
- (8) They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately and that staff's emotional needs are met.
- (9) In keeping with the Prevent Duty reasonable checks are made on visiting speakers.

(3) Designated Safeguarding Lead

Keeping Children Safe in Education DfE 2018 sets out the broad areas of responsibility for the Designated Safeguarding Lead:

(1) Manage referrals

The Designated Safeguarding Lead is expected to:

- (1) Refer cases of suspected abuse to the local authority children's social care as required;
- (2) Support staff who make referrals to local authority children's social care;
- (3) Refer cases to the Channel programme where there is a radicalisation concern as required;
- (4) Support staff who make referrals to the Channel programme;
- (5) Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- (6) Refer cases where a crime may have been committed to the Police as required.

(2) Work with others

- (1) Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- (2) As required, liaise with the "case manager" (as per part four) and the Designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- (3) Liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCOs or the named person with oversight of SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

(3) Undertake training

- (1) The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- (2) The Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- (3) Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- (4) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- (5) Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- (6) Are alert to the specific needs of children in need, those with special educational needs and young carers;
- (7) Are able to keep detailed, accurate, secure written records of concerns and referrals using the school proformas (see appendices);

- (8) Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- (9) Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school or college
- (10) Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- (11) Obtain access to resources and attend any relevant or refresher training courses; and
- (12) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measures the school or college may put in place to protect them.

(4) Raise Awareness

- (1) The Designated Safeguarding Lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- (2) Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- (3) Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- (4) Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

(5) Child protection file

- (1) Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible, using the school proforma (**appendix E**). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- (2) In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

(6) Availability

- (1) During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the Designated Safeguarding Lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- (2) It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. Mr Leach's (Designated Safeguarding Lead) email address is clearly visible on the school website and he can be contacted out of school hours. In case of an emergency, Careline and/or the police should be contacted.

- (3) According to Local Guidance it is expected that the Headteacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or Teaching Regulation Agency.

In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:

- (4) The social worker is notified if a child subject to a child protection plan is absent without explanation.
- (5) The social worker is informed when a child subject to a child protection plan or a child in need plan moves to a new setting.
- (6) A training log is kept of all child protection training include the names of those attending. All staff must have regular training and updates (**appendix F**).
- (7) Child protection records are kept securely and separately from the child's normal file. Records will be transferred and/or retained in keeping with the Local Authority's and NSPCC guidance.
- (8) The school attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner. The school will complete the LSCB agency report ahead of each child protection conference (**appendix G**).
- (9) The school escalates its concerns with other agencies when a child's needs are not being met following the Local Safeguarding Children Board Escalation and Resolution Policy.
- (10) All members of the safeguarding team have received appropriate training; that all referrals made are quality assured and the supervision is provided to the safeguarding team to monitor all decisions and action taken and the well-being of each team member.
- (11) All staff read and understand part 1 and annexe A of the DfE (2018) guidance Keeping Children Safe in Education and make available to them other key documents and guidance.

(4) All staff (and volunteers) should:

- (1) Contribute to ensuring students learn in a safe environment.
- (2) Read and understand as a minimum Part 1 and Annexe A of the DfE (2018) guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 of the DfE (2018) guidance Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting can put children in danger. Staff should be alert to the signs of peer on peer abuse and take appropriate action.
- (3) Recognise that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory education, health and care plan)
 - 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 misusing drugs or alcohol themselves
 - is at risk of modern slavery, trafficking or exploitation
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
 - has returned home to their family from care
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited
 - is a privately fostered child

- (4) Report any concerns about a child's welfare without delay, verbally and in writing - using the agreed school proformas (**appendix H**), to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or in their absence a senior member of staff. Understand that any member of staff can make a referral to children's services should that be required, informing the Designated Safeguarding Lead of any action taken.
- (5) Report any concerns without delay about the behaviour of an adult towards a child to the Headteacher, Designated Safeguarding Lead, Chair of Governors or if required the Local Authority Designated Officer for Allegations against Staff.
- (6) Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to do.
- (7) Teachers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- (8) Follow the school's policies including this child protection policy and the school's code of conduct for adults and the Guidance for Safer Working Practices for Adults Working with Children (2015)
- (9) Be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DfE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHs', 'Brook' and 'Barnardos'. A risk assessment may need to be in place. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.
- (10) Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse. 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.' (DfE 2016)
- (11) The DfE has provided additional practice guidance 'Safeguarding Disabled Children' DfE 2009.
 - Have access to the school's managing allegations against adults procedures and whistle blowing policy.
 - (The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.)
 - Have access to 'What to do if you are worried a child is being abused 2015- Advice for practitioners DfE 2015'

8. Safeguarding Framework:

In addition to this child protection policy the school has procedures or policies in relation to other areas for safeguarding children including as examples:

- attendance
- administering medicines
- anti-bullying including cyber bullying
- alternative and off-site provision
- behaviour for learning
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- children in Care (Looked After Children)
- clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse
- disability objectives and accessibility plan
- equal opportunities
- emergency planning
- evacuation and lock-down procedures
- first aid
- intimate care
- on-line safety
- risk assessments
- safe recruitment practices
- managing allegations against staff and volunteers
- sex and relationships education
- school and site security
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs
- whistle-blowing

9. Procedures for reporting child protection or child welfare concerns:

- (1) All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Headteacher or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident Form (**appendix H**).
- (2) Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
- (3) The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action and will make a referral to children's services by telephone if a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.

- **Liverpool Careline hub** 0151 233 3700
- **Knowsley MASH** 0151 443 2600
- **Wirral Integrated Front Door** 0151 606 2008 (Out of hours 0151 677 6557)
- **Halton Social Care Contact Centre** 0151 907 8305 (Out of hours 0345 050 0148)
- **St Helens Contact Centre** 01744 676 600
- **Sefton** 0345 140 0845 (Out of hours 0151 934 3555)
- **Wigan Duty Team** 01942 828300

- (4) The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will follow the LSCB and Local Authority multi-agency procedures and consider the child's needs alongside

the LSCB's Levels of Needs/Responding to Needs Framework (Threshold document) and consider whether an early help assessment (level 2 and 3) or referral to children's services is needed (at level 4).

- (5) Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.
- (6) The school will always seek to follow the Local Safeguarding Children Board procedures which can be found on their website:

- <http://liverpoolscb.proceduresonline.com/>
- <https://www.knowsleyscb.org.uk/professionals/multi-agency-procedures/>
- <https://www.wirralsafeguarding.co.uk/procedures/>
- <https://seftonlscb.safeguardingpolicies.org.uk/may-2017/procedures-manual/11-introduction>
- <http://www.proceduresonline.com/pancheshire/halton/index.html>
- <https://www.wigan.gov.uk/WSCB/index.aspx>
- <http://children.haltonsafeguarding.co.uk/procedures-guidance/>

- (7) 'School Improvement Liverpool Schools' Safeguarding Handbook' and Part 1 of Keeping Children Safe in Education (DfE 2018) provides key flowcharts and guidance to support staff and volunteers' understanding and decision making (**appendix I**). This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.
- (8) 'School Improvement Liverpool Schools' Safeguarding Handbook' will provide additional guidance about indicators of abuse and harm and how to respond to a disclosure. Guidance is also available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>
- (9) If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. Keeping Children Safe in Education provides additional guidance.
- (10) Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel referral being made to the Local Authority's Prevent and Channel team.

10. Additional child protection guidance will be provided to all adults working with young people which will include:

- The school's child protection policy which includes the role of the Designated Safeguarding Lead
- Part 1 and Annexe A of Keeping Children Safe in Education (DfE 2018)
- The School's Code of Conduct for staff and volunteers
- The school's behaviour policy for children
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2015)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to including Female Genital Mutilation, Forced Marriage, Child Exploitation including sexual and criminal, Extremism and Radicalisation, Neglect and online-safety
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures

- 'What to do if you are worried a child is being abused 2015 - Advice for practitioners DfE 2015'

11.Managing allegations against staff and volunteers working at the school

- (1) All staff and volunteers must report any concerns about a member of staff's behaviour towards children to the Headteacher who will act as the case manager. Concerns can also be discussed with the Designated Safeguarding Lead. Concerns about the Headteacher should be raised with Chair of Governors or nominated governor.
- (2) The school's managing allegations against staff and volunteers policy and procedures will support everyone to take appropriate action.
- (3) Concerns can also be taken directly to the Local Authority Designated Officer (L.A.D.O.), if needed, via Children's Services.
- (4) Section 4 of the DfE guidance Keeping Children Safe in Education provides further guidance. In addition to the school's own procedures multi-agency procedures can be found on the school's website.

12.Allegations of abuse against another student (peer on peer abuse)

- (1) All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting (youth produced sexual imagery). Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DfE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.'
- (2) Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT or perceived to be, may also be targeted by their peers and harassed or assaulted.
- (3) Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHS', 'Brook' and 'Barnardo's'. A risk assessment may need to be in place. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.
- (4) Additional guidance is available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/>

13.On-line safety, data protection and the use of mobile phones and digital photographic equipment

- (1) Staff should also report any concerns about sexting (youth produced sexual imagery) to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff who will follow the guidance in: Sexting in schools and colleges: Responding to incidents and safeguarding young people (UK Council for Child Internet Safety) (<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> provides clarity as to how staff should respond to these incidents).

- (2) The school's on-line/e-safety/Acceptable Use policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff and volunteers which sets out the use of new technologies, mobile phones and personal photographic equipment around children. The school will consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.
- (3) The DfE highlights the risks of new technologies: 'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation - technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material
 - contact: being subjected to harmful online interaction with other users
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm'
- (4) Staff should bring immediately to the attention of the Headteacher, Designated Safeguarding Lead or senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

14. Monitoring attendance

- (1) A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. The school will follow the pan-Merseyside missing children protocol. Unauthorised attendance will be closely monitored. The attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN will be monitored on a daily and weekly basis.
- (2) The child's social worker will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school.
- (3) It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

15. Private fostering

- (1) Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie.) A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education (DfE, 2018). When a child is privately fostered a social worker must carry

out an assessment to ensure the placement is appropriate and consider any support needed.

16.Safe recruitment

- (1) The school will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DfE 2018). At least one member of the appointments panel will have undertaken safer recruitment. The school will undertake all the required DfE pre-employment checks and where appropriate record these checks on the single central record and retain evidence in personnel files. The school will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks.
- (2) The school is required to inform relevant staff who fall within the scope of Disqualification under the Childcare Act 2006 (<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>) and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2018 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

17.The safeguarding curriculum

- (1) The school will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. Children will be supported to develop their understanding, at the appropriate age, of risks including: when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and know how to seek support when needed. The school will ensure the curriculum promotes an understanding of the values needed to live within a democratic society including the rule of law, and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (**appendix D**).

18.Confidentiality, information sharing, record keeping and retention

- (1) Staff will be told of concerns about a child on a 'need to know basis'. The school has comprehensive 'Pupil Profiles' which are issued to all teaching staff at the start of the academic year - these draw together a host of important information about the pupils in each class (**appendix J**).
- (2) The school understands the need to keep child protection and safeguarding records securely.
- (3) The school will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting (**appendix E**).
- (4) The school will retain records in keeping with Local Authority guidance and NSPCC guidelines: <https://www.nspcc.org.uk/globalassets/documents/information-service/child-protection-records-retention-and-storage.pdf>. This in turn references the Information and Records Management Society (IRMS) 2018 Information management toolkit for schools version 5.
- (5) Staff cannot promise children confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Lead.
- (6) The school will aim to seek consent of parents before sharing information with other agencies, however legislation states that schools and other agencies can share information without the consent of a parent/carers in particular circumstances.

19.Complaints

- (1) Complaints about safeguarding should follow the school's complaints policy.
- (2) The school and Local Authority also have whistle blowing procedures.
- (3) The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285.

KEEPING CHILDREN SAFE

AT FLORENCE MELLY
IS OUR NUMBER ONE PRIORITY!



Mr Leach
Designated
Safeguarding Lead



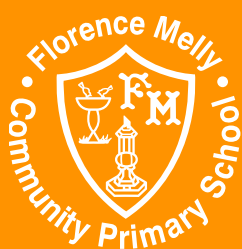
Mr Doyle
Deputy
Safeguarding Lead



Mrs Findell
SENCO



Mrs Campbell
Pastoral Support
EHAT Lead



OUR SAFEGUARDING TEAM
ARE ALWAYS HERE TO HELP!

SAFETY IS IMPORTANT TO US

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

SAFEGUARDING ADVICE FOR VISITORS

'Florence Melly Community Primary School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

Our school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited

By signing in and out of our school with our visitors system, you are agreeing to follow our safeguarding policies and procedures. You will need to be aware of the school's Code of Conduct for Adults, Part 1 and Annex A of the DFE's Guidance: 'Keeping Children Safe in Education' (2018) and our Child Protection Policy. These are available on our school website. Paper copies can also be obtained via the school office.

All visitors must wear a visitor's badge provided by reception. An adult without a badge will be accompanied to the school's reception to confirm they have signed in.

If your visit involves unsupervised contact with young people you will be asked to show the photographic ID badge provided by your employer and written confirmation that you have an Enhanced DBS Certificate including a Barred List Check. You may be required by the school to present your Enhanced DBS Certificate. We will note down the DBS number and date issued but will not make a copy of it. This will be added to our Single Central Record.

If you have any concerns that a child is being harmed, abused or neglected you must share your concerns immediately with the school's Designated Safeguarding Lead - Mr Aaron Leach or if he is absent, the Deputy or another member of the school's Senior Leadership Team. Always listen carefully to the child and record what they tell you in the child's own words. Never promise to keep a secret!

Procedures for Reporting Child Protection or Child Welfare Concerns **If a child makes a disclosure...RECEIVE, REASSURE, REACT, REPORT & RECORD**

- **All concerns should be reported without delay directly to the Designated Safeguarding Lead, Mr Aaron Leach.** This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident Form. These can be found in the school office.
- Consideration will need to be given to immediately **protecting the child** and contacting the police or other emergency services.
- The Designated Safeguarding Lead, Mr Aaron Leach will follow the LSCB and Local Authority Procedures by making a referral to Children's Services (**Keeping Safe in Education reminds us that any adult can refer their concerns** to Children's Services directly). This should be followed up with a written referral to Children's Services.
- **Concerns about a child should always lead to help for a child.** The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.



Keeping Children Safe in Education (2018)

For further information, please scan this QR code which will take you to the statutory guidance for schools and colleges on safeguarding children and safer recruitment.

Appendix B

SAFEGUARDING ADVICE

Florence Melly Community Primary School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected.

Our school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited

When you sign in to our school you are agreeing to follow the advice within this leaflet. All visitors must wear the visitor's badge provided by reception. An adult without a badge will be accompanied to the school's reception to confirm they have signed in.

Unsupervised visitors: If your visit involves unsupervised contact with children you will be asked to show the photographic ID badge provided by your employer and written confirmation that you have an Enhanced DBS Certificate including a Barred List Check. You may be required by the school to present your Enhanced DBS Certificate. We will note down the DBS number and date issued and add these to our Single Central Record. You will also need to read and understand the school's Code of Conduct for Adults and Part 1 and Annex A of the DfE's Guidance, 'Keeping Children Safe in Education' (2018). These, and the school's Child Protection Policy, are available on the school's website. Paper copies are also available on request.

IF YOU HAVE ANY CONCERNS

Procedures for Reporting Child Protection or Child Welfare Concerns

If a child makes a disclosure... RECEIVE, REASSURE, REACT, REPORT & RECORD

- All concerns should be reported without delay directly to the Designated Safeguarding Lead, Mr A Leach. This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident Form. These can be found in the school office.
- Consideration will need to be given to immediately protecting the child and contacting the police or other emergency services.
- The Designated Safeguarding Lead, Mr Aaron Leach will follow the LSCB and Local Authority Procedures by making a referral to Children's Services (Keeping Children Safe in Education (2018) reminds us that any adult can refer their concerns to Children's Services directly). This should be followed up with a written referral to Children's Services.
- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

If you have a concern about the behaviour of any adult in school towards a child you can contact...

- The Local Authority Designated Officer (LADO) for managing allegations against staff and volunteers can be contacted via Children's Services.
- The school office can provide you with a copy of the school's procedures for managing allegations against staff and volunteers.



WELCOME TO FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

VISITOR INFORMATION



Please take a few minutes to read through and understand the information presented in this visitor leaflet so your visit can be enjoyable and safe.

DETERMINATION. RESILIENCE. EMPOWERMENT. APPRECIATION. MOTIVATION & SAFETY 'IF YOU CAN DREAM IT, YOU CAN DO IT!'

Signing in and out of the building - When you arrive at reception, you will be asked to sign in using our InVentry visitor management system. This helps us accurately monitor who is in school at any one time. The InVentry system will take your photograph and print out a visitor's badge. Please wear this badge at all times. For further information, please see the 'unsupervised visitors' section of this leaflet.

The use of mobile phones and portable devices - We feel strongly that teaching and learning should be conducted in an environment free from unnecessary distractions or disruptions in order to provide the best possible conditions for our pupils to learn. As a result, we operate a no mobile phone policy. Details of which can be found on our website. Should you need to use your mobile phone in cases of emergency, please see the Headteacher - Mr K Heaton.

Car parking - Our secure car parking facilities are located at the rear of the building. If you park in our car park you will be asked for your car registration number when signing in on our InVentry system. Please note, cars are parked in the car park at the owners own risk.

Smoking - We do not permit smoking, including the use of electronic cigarettes, anywhere on the school premises or grounds.

Key Staff/Governors - Should you require any further information, please see:

Headteacher: Mr K Heaton

Designated Safeguarding Lead: Mr A Leach

Deputy Designated Safeguarding Lead: Mr J Doyle

Chair of Governors: Rev T Allen

Safeguarding Governors: Mrs C Clegg/ Mrs J Matthews

Code of Conduct - The school has a full code of conduct to encourage safer working practices for all adults working with young people, including advice regarding 'on-line safety'. This is underpinned by The Safer Recruitment Consortium's 'Guidance for safer working practice for those working with children and young people in education settings'.

You should ALWAYS:

- provide a positive role model to young people
- dress appropriately, ensuring your clothing is not likely to be viewed as offensive or revealing
- treat all members of the school's community with respect and tolerance
- work with children so that you are visible by a member of the school staff
- respect a child's privacy and dignity
- always be able to justify any physical contact you have with a young person
- always report any situations that arise that you may feel may give rise to a complaint or misunderstanding in respect of your own actions
- There should be no delay in ringing 999 and requesting fire, police or an ambulance.

You should NEVER:

- photograph a child without the school's permission
- use your personal mobile phone in areas used by young people
- ignore inappropriate behaviours towards children either by other children or adults
- share personal details with a child
- meet or contact the child out of school including by text, email, Facebook or other social media or give a child a lift home
- discuss the school, children or adults working within the school on social media
- make inappropriate comments to a child including racist, homophobic, sexist or sexualised comments
- give gifts to a young person (unless with the agreement of your line manager) or show them preferential treatment.

Health and Safety Information - Should you require any additional information relating to 'Health and Safety' please see any member of the Senior Leadership Team.

Fire - In the event of the fire alarm sounding, please evacuate the building at the nearest exit and make your way to the designated assembly points which are located on the playground. As a visitor to our school, you will be required to follow our evacuation procedures which are displayed in red frames in each room around school. These provide vital information and you should take the time to make yourself familiar with the information. If you are unsure, please ask a designated fire marshal or another member of staff who will be more than willing to help. The priority is to evacuate the building as quickly and safely as possible, under no circumstances should you try to re-enter the building once you have evacuated. For further information, please see our Site Manager, Mr S Murphy or Headteacher.

Emergency Treatment or First Aid - If you require first aid attention during your visit, please inform the nearest member of staff who will seek the appropriate help. All of our teaching assistants hold first aid certificates.

Accidents and Hazards - All accidents need to be reported to a member of staff. They will be dealt with and logged in our accident book. If you identify a hazard, please inform our Site Manager who will help resolve the issue.

WORRIED? NEED TO TALK?

We are here to help!



Mr Leach
Designated
Safeguarding Lead



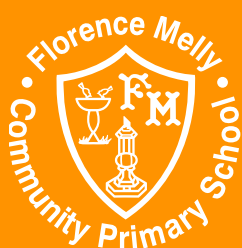
Mr Doyle
Deputy
Safeguarding Lead



Mrs Findell
SENCO



Mrs Campbell
Pastoral Support
EHAT Lead







OUR SAFEGUARDING TEAM ARE ALWAYS HERE TO HELP!

YOUR SAFETY IS IMPORTANT TO US





Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appendix D

FLORENCE MELLY COMMUNITY PRIMARY SCHOOL																	
SAFEGUARDING CALENDAR																	
Autumn Term 2017 (15 Weeks)																	
Curriculum Area		7 Week Half Term (4th September 2017 - 20th October 2017)							Curriculum Area		8 Week Half Term (30th October 2017 - 21st December 2017)						
		Week 1 04/09/17	Week 2 11/09/17	Week 3 18/09/17	Week 4 25/09/17	Week 5 02/10/17	Week 6 09/10/17	Week 7 16/10/17			Week 1 30/10/17	Week 2 06/11/17	Week 3 13/11/17	Week 4 20/11/17	Week 5 27/11/17	Week 6 04/12/17	Week 7 11/12/17
SMSC/ British Values	Core Value across the Curriculum	Determination							SMSC/ British Values	Core Value across the Curriculum	Resilience						
	Whole-School Theme	Rule of Law		Democracy			Daring to be Different	Black History		Whole-School Theme	Fundamental British Values			Anti-Bullying			
School Events			Year 5 Swimming and Water Safety Workshop 15/09/17	EFC in the Community Show Racism the Red Card Event 20/09/17					School Events				Risk Taking and Decision Making Workshop with the Local Community Police Officer 17/10/17			Road Safety Using Public Transport Trip 13/12/17	
Pastoral Enrichment Visits			St George's Hall, Liverpool		Liverpool Town Hall	DBS Office Liverpool	China Town, Liverpool	SRTRC, Everton Football Club	Pastoral Enrichment Visits							Liverpool Ganesh Temple	Anglican and Metropolitan Cathedrals, Liverpool.

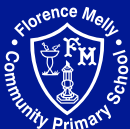


DETERMINATION. RESILIENCE. EMPOWERMENT. APPRECIATION. MOTIVATION & SAFETY




‘IF YOU CAN DREAM IT, YOU CAN DO IT!’









FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

SAFEGUARDING CALENDAR







Spring Term 2017 (10 Weeks)

Curriculum Area		5 Week Half Term (8th January 2018 - 5th February 2018)						Curriculum Area		5 Week Half Term (19th February 2018 - 19th March 2018)				
		Week 1 08/01/18	Week 2 15/01/18	Week 3 22/01/18	Week 4 29/01/18	Week 5 05/02/18				Week 1 19/02/18	Week 2 26/02/18	Week 3 05/03/18	Week 4 12/03/18	Week 5 19/03/18
SMSC/British Values	Core Value across the Curriculum	Empowerment					Half Term	SMSC/British Values	Core Value across the Curriculum	Appreciation				
	Whole-School Theme		World Religions	Holocaust	Global Citizenship	Cultural Diversity			Whole-School Theme		Cultural Traditions		Respect for Others	
School Events					LFC Primary Stars Homophobia Workshop at Anfield 02/02/18	Whole-School Safer Internet Day and Event at Anfield 06/02/18		School Events		Year 5 BikeLight Road Safety Initiative 20/03/18			Show Racism the Red Card Event at Anfield 15/03/18	Whole-School Celebration of World Down Syndrome Day 21/03/18
Pastoral Enrichment Visits			Diamond Way Buddhist Temple, Liverpool	Princess Road Synagogue				Pastoral Enrichment Visits						

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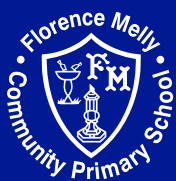







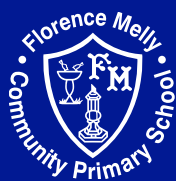
Appendix E

FLORENCE MELLY COMMUNITY PRIMARY SCHOOL TRANSFER OF CHILD PROTECTION FILES																					
Transfer of Safeguarding Concern/Child Protection Records																					
<p>79. Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required KCSiE (2018).</p>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 30%; padding: 5px;">Name of child</th> <td style="height: 30px;"></td> </tr> <tr> <th style="padding: 5px;">Name of the school transferring from</th> <td style="height: 30px;"></td> </tr> <tr> <th style="padding: 5px;">Name of the school transferring to</th> <td style="height: 30px;"></td> </tr> <tr> <th style="padding: 5px;">Date the child left</th> <td style="height: 30px;"></td> </tr> <tr> <th style="padding: 5px;">Date of the handover of records</th> <td style="height: 30px;"></td> </tr> <tr> <th style="padding: 5px;">Name of the person transferring the files</th> <td style="height: 30px;"></td> </tr> <tr> <th style="padding: 5px;">Name of the person receiving the records</th> <td style="height: 30px;"></td> </tr> <tr> <th style="padding: 5px;">Role of the person receiving the records</th> <td style="height: 30px;"></td> </tr> <tr> <th style="padding: 5px;">Signature of person receiving the records</th> <td style="height: 30px;"></td> </tr> </table>	Name of child		Name of the school transferring from		Name of the school transferring to		Date the child left		Date of the handover of records		Name of the person transferring the files		Name of the person receiving the records		Role of the person receiving the records		Signature of person receiving the records		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 5px;">Contents of file</th> </tr> <tr> <td style="height: 200px;"></td> </tr> </table>	Contents of file	
Name of child																					
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Name of the person transferring the files																					
Name of the person receiving the records																					
Role of the person receiving the records																					
Signature of person receiving the records																					
Contents of file																					
<p>If posted:</p> <p>Date and signature of Special Delivery receipt:</p> <p>Date and details of follow up conversation with the school:</p>																					

Appendix F



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL SAFEGUARDING CPD LOG




Staff Safeguarding CPD Log


This log acts as evidence of ongoing safeguarding CPD to meet the requirements set out in Keeping Children Safe in Education (2018).

13. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Type of Training/Update <small>E.g. course, e-bulletin, induction.</small>	Further Information	Date of Training/Update	Staff Members/ Volunteers Involved (and role)


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Appendix G

APPENDIX A

CONFIDENTIAL

Child Protection Conference Report Form

This report is available for completion electronically.

Are you attending the conference?

Yes No

Your agency:

Please give us details of the family and your involvement

Name of child(ren)	
Date(s) of birth	
Ethnicity	
Address of the children	
Name of Parents	
Name of main caregiver (if not a parent)	
Any other household members (living in the same house as the children)	

Your name		
Job title		
Length of involvement with the family		
Has your agency's report been shared with the family?	<p>Yes</p> <p>Date ____/____/____</p>	<p>No</p> <p>Please state why not:</p>

Dates of visits to the family by your service, if applicable, including any failed appointments:

Date	Detail



Please describe the child(ren)'s developmental needs:

Including health, education, emotional and behavioural development, identity, family and social relationships, social presentation (e.g are they usually happy, withdrawn or angry?) and self care skills.

Please describe the parenting capacity of the parents/main caregivers:

Please include their ability to provide (for their children) basic care, emotional warmth and stimulation, guidance and boundaries and to ensure the safety of the child(ren).

Family and environmental factors:

Including family history and functioning, wider family and close friends, housing conditions and suitability for the family, employment and income, family's social integration (their involvement in their immediate community) and community resources.

Are there any other adults that are involved in the children's lives?

This includes relatives or friends that look after the children, regularly visit the house and/or spend time with the family. Please include this information even if you don't know their names.

Additional information, including any recent involvement and any concerns you have:

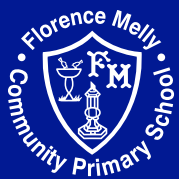
The content of this report should be shared fully with the parents/carers, unless you believe this will place any person at serious risk of harm. **If you believe that any information you include should not be shared between all parties or openly in the conference, you must indicate so in the report. You have a responsibility for ensuring that the sensitivity of the information is brought to the attention of the Chair in advance of the conference.**

This report should be submitted to the Safeguarding and Quality Assurance Unit 2 days before the Conference.

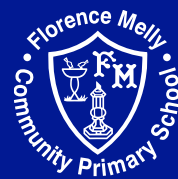
Signed.....Date.....

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> FLORENCE MELLY COMMUNITY PRIMARY SCHOOL CHILD PROTECTION/CHILD WELFARE INCIDENT FORM </div> </div>			
Safeguarding Concern Form - For ALL MEMBERS OF STAFF			
<p>Concerns should be reported immediately to the Designated Safeguarding Lead. Following verbally reporting your concerns, complete this form and hand it to the Designated Safeguarding Lead or person acting in their absence. The Designated Safeguarding Lead will act as a source of support, advice and expertise for staff and decide on an appropriate course of action. The school's child protection procedures should always be followed. Additional guidance can be found in Part 1 of Keeping Children Safe in Education (DFE, 2018).</p>			
Name of Child	Class	Date of Incident	Time of Incident
Summary of Disclosure or Concern <small>(Differentiate between facts and opinions. Use the child's own words)</small>			
Actions Taken and Recorded <small>(Include any names and contact details of those spoken to and the views of the child)</small>			
Form Submitted by	Signed	Received by DSO	Date Received

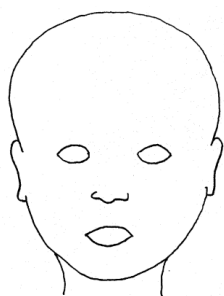
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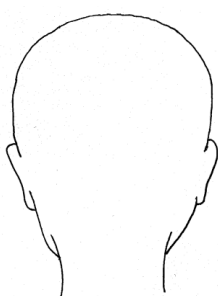
FLORENCE MELLY COMMUNITY PRIMARY SCHOOL CHILD PROTECTION/CHILD WELFARE INCIDENT FORM



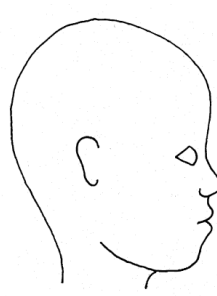
Body Map



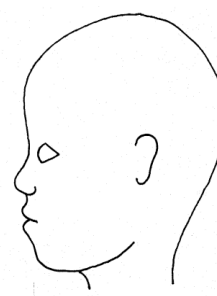
Front



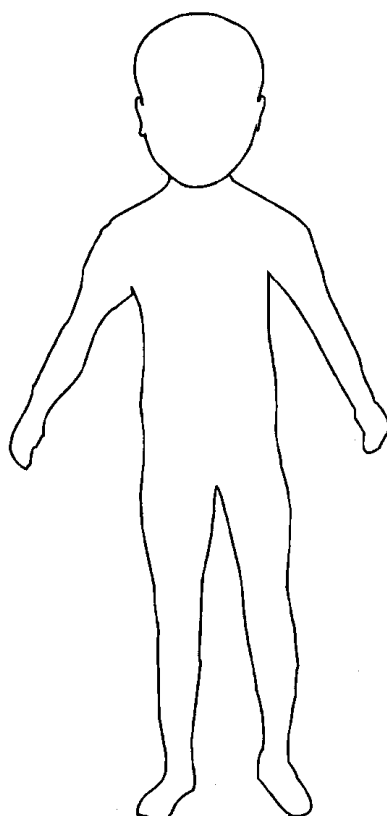
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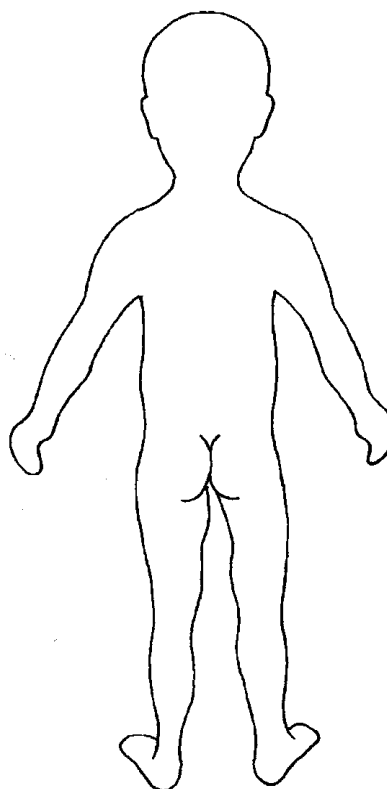
Right



Left



Front



Back



Schools' Safeguarding Flowchart (Updated July 2018)

SchoolImprovement
Liverpool

If a member of staff or volunteer has concerns about a **child's welfare** they should discuss it **without delay** with the school's Designated Safeguarding Lead or Deputy Safeguarding Lead or Senior Leader. The **Local Safeguarding Children Board's Levels of Need Guidance** should be drawn upon when considering the child's needs. You may want to contact the local Early Help Hub/Team to discuss concerns at Levels 2 and 3, and specifically concerns that sit just below the level requiring a referral to Children's Services (Level 4: Child in Need and Child Protection). If the member of staff or volunteer does not agree with the decision by the Designated Safeguarding Lead not to make a referral to Children's Services then they should press for re-consideration and, if required, make the referral themselves. The Designated Safeguarding Lead must be informed of any referral made and must maintain oversight of all referrals or Early Help Assessments.

If you have **Child Protection concerns (Level 4)** and a child requires **immediate protection and urgent action**, or you have reasonable cause to **suspect that the child is suffering, or likely to suffer, significant harm then you should telephone Children's Services (and if required the police) without delay.** (Whilst the consent of the parent/carer is **not** needed in order to make a child protection referral you should discuss the need to make a referral with parents/carers, when safe to do so. (If in doubt consult with Children's Services) You should then complete a written Multi-Agency Referral Form within 24 hours.

Liverpool 0151 233 3700
Knowsley 0151 443 2600
Wirral 0151 606 2008
Sefton 0345 140 0845
St Helens 01744 676600
Wigan 01942 828300
Halton 0151 907 8305

If you believe a child's needs warrant a statutory **Child in Need assessment (Level 4)** then you should seek the consent of the parent/carer before completing a Multi-Agency Referral Form to Children's Services. If consent is not given you are still able to make a referral if you have Level 4 safeguarding concerns.

'Within one working day of a referral being received, a local authority social worker should make a decision about the type of response that is required and acknowledge receipt to the referrer.' WT

If the referrer does not agree with the decision made by Children's Services then they should press for re-consideration and follow the **Local Escalation and Resolution Procedures.**

If a referral to Children's Services is not required then an **Early Help Assessment (Levels 2 and 3)** should be initiated when the child has unmet needs that are likely to require multi-agency approach. **Guidance is available from your local Early Help Hub/Team.** If your concerns escalate you may need to refer to children's services. Where consent is not given for an early help assessment, practitioners should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. WT 2018

Early Help Assessments (Level 2 and 3), Child in Need (Level 4) or Child Protection Plans (Level 4) should draw upon the views and wishes of the child. They should be focussed on achieving positive outcomes for the child in a timely way. The child's needs should be kept under review and actions should be taken promptly in response to any additional concerns/needs. **This overview should be read alongside part 1 and annexe A of Keeping Children Safe in Education; the DFE guidance 'What to if you are worried a child is being abused', local safeguarding procedures and local guidance, for example child exploitation or children missing protocol.**

Appendix J

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