



## **IRONSTONE ACADEMY TRUST**

**SAFEGUARDING & CHILD PROTECTION POLICIES AT TRUST SCHOOLS FOLLOW THE FOLLOWING FORMAT, WITHH LOCAL VARIATIONS AS APPROPRIATE**

**The Safeguarding Lead for the Trust is the CEO**

**EVERY CHILD MATTERS at IRONSTONE ACADEMY TRUST**

**CEO                      Mr C Faulkner                      Signed.....**

**Chair of Governors                      Mr S Elliot                      Signed.....**

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## **CONTENTS:**

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- 1.0 Relevant Documentation**
  
- 2.0 The Scope**
  
- 3.0 Introduction**
  
- 4.0 Staff Responsibilities**
  - 4.1 Head Teacher**
  - 4.2 Designated Safeguarding Lead (DSL)**
    - Deputy Designated Safeguarding Lead (DDSL)**
  - 4.3 Staff (teaching or non-teaching)**
  
- 5.0 Allegations against Staff**
  
- 6.0 Staff Training**
  
- 7.0 Confidentiality**
  
- 8.0 Monitoring and Review**

## **1.0 RELEVANT DOCUMENTATION**

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When reading this document, please be aware of the following related documents which work alongside this Safeguarding & Child Protection Policy:

1. Keeping Children Safe in Education – 2016
2. Tees Child Protection Web Based Procedures - [www.teescpp.org.uk](http://www.teescpp.org.uk)
3. Procedure for Managing Allegations against Staff, Carers and Volunteers –Tees LSCB
4. Safeguarding Children and Safer Recruitment in Education (2006)
5. The Children Act 2004 (Every Child Matters)
6. The Sexual Offences Act 2003
7. Section 175 Education Act 2002
8. What to do if you're worried a child is being abused (2003)
9. Working Together to Safeguard Children (2015)
10. Data Protection Act 1998
11. Anti-bullying policy
12. Staff Disciplinary Policy (Code of Conduct)
13. Staff Recruitment Policy
14. Prevent Duty 2015
15. Safeguarding against Radicalisation & Extremism Policy
16. Attendance Policy
17. Computing Policy
18. Whistleblowing
19. Single central Register
20. Disqualification under the Children's Act 2006
21. Health & Safety Policy
22. Staff Handbook

## 2.0 SCOPE

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To provide clear direction to all staff, volunteers and information to parents, in managing Safeguarding & Child Protection issues

This document is also in line with procedures set out by the Tees Local Safeguarding Children's Board (LSCB).

Our Schools will:

- Create and maintain a safe environment for children and young people
- Help children to understand what is and is not acceptable behaviour towards them
- Teach children about staying safe from harm
- Teach them how to speak up if they have worries or concerns

Through their day-to-day contact with children, all staff have a crucial role to play in identifying Safeguarding indicators or possible abuse or neglect, referring concerns to the DSL or DDSL's.

At all times the schools will comply with the recommendations and regulations as prescribed from time to time in the current DfE publication '(KCSIE) or any subsequent publication.

### 3.0 INTRODUCTION

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Our Trust fully recognises its responsibilities for Safeguarding and Child Protection.

The Trust's main aim is to provide a safe, secure and stable base for children helping to protect them from harm. The welfare of the child is of paramount importance to all the adults who work in our School.

To achieve this aim the Trust will:

- Expect all staff as a requirement to annually read and sign the current DfE document 'KCSIE' 2016 (Part 1) and (Annex A)
- Governing Body members will be expected to read and sign the complete KCSIE 2016 (Part 1-4 )
- Ensure Safer Recruitment and Vetting practises are followed, therefore checking the suitability of staff, agency and volunteers who wish to work with our children.
- Raise awareness of Safeguarding / Child Protection issues to staff, parents and children.
- Ensure there is effective communication between staff on Safeguarding matters
- Provide and maintain an environment where children feel safe, are encouraged to talk and are listened to.
- Help equip children with skills needed to keep themselves safe
- Develop, implement and review policy and procedures in relation to Safeguarding
- Train and raise awareness of all staff, defining their role and responsibilities in regard to Safeguarding and Child Protection
- To identify children who are suffering or likely to suffer significant harm
- Report suspected cases of abuse to Social Care.
- Work in partnership with parent/carer and other professionals where children have a Protection Plan.
- Help children to understand what is and is not acceptable behaviour towards others and themselves

In our Trust we respect our children. The atmosphere is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. The School's ethos promotes a positive, supportive and secure environment and gives children a sense of being valued.

Our teaching of personal, social and health education citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different

risks in different situations, and how to behave in response to them (e.g. 'stranger danger' and 'internet safety').

We aim to identify & meet every child's needs. We recognise that abuse and neglect can result in under achievement. We strive to ensure that all our children make good educational progress.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy, in accordance with KCSIE 2016, as:

- Protecting children from maltreatment
- Preventing the impairment of children's 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.

Child abuse can take a variety of forms:

- **Physical abuse** involves hitting, slapping, kicking, misuse of medication, undue restraint, shaking or other treatment of a child that can cause actual bodily harm. It can also include non-accidental injury to a child (NAI) including deliberate poisoning e.g. by drugs or alcohol, or where injury was knowingly not prevented. This also includes honour based violence, which is a violent crime or incident which may have been committed to protect or defend the honour of the family or community and/or female genital mutilation (FGM), which is defined as 'all procedures involving partial or total removal of the external female genitalia or other female genital organs.'
- **Sexual abuse** involving forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes non-contact situations such as viewing child abuse images. All of these activities could be part of child sexual exploitation (CSE).
- **Emotional abuse** involves persistent emotional ill treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved. Emotional abuse very often accompanies other types of abuse. Harassment on the grounds of race, culture, creed, gender or disability would also constitute emotional abuse.
- **Neglect** and acts of omission is also a form of abuse. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services).

Other specific Safeguarding issues can include:

- Children Missing from Education (CME) – any child failing to attend school regularly, or has been absent without school’s permission for a continuous period of 10 school days or more.

The Trust’s responsibility in this area also extends to:

- Parents who choose to home educate their children
  - Families who move away from the area
  - Children who are medically unfit to attend school
  - Children who are permanently excluded
  - Children who are in custody for more than four months
  - Children who ‘run away’ from home or go missing
- Preventing Radicalisation – children who are at risk of radicalisation or being drawn into or supporting terrorism and forms of extremism.
  - Supporting children with special educational needs (SEN) and disabilities who can face additional Safeguarding challenges.

Other commonly displayed signs or symptoms of abuse:

- significant changes in behaviour
- deterioration in general well being
- unexplained bruising, injuries or marks
- signs of neglect
- comments which children make which give cause for concern
- reluctance to go home
- unusual behaviour, tiredness, inability to concentrate
- gender issues which includes girls being sexually touched / assaulted or boys being subject to initiation / hazing type violence
- Peer on Peer abuse
- sexually explicit during play, or in their use of language or in role play
- refusal to communicate, extremely withdrawn
- persistent complaints of stomach pains, enuresis soiling
- self-mutilation, excessive attention seeking
- truancy or running away from home
- receipt of expensive ‘gifts’ such as clothing, mobile phones, money (with particular relevance to Child Sexual Exploitation)
- voiced opinions on extremist themes in lessons and discussions

## **4.0 STAFF RESPONSIBILITIES ARE:**

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### **4.1 The Headteacher of each Trust School will ensure that:**

- The Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Safeguarding & Child Protection.
- The Governing Body adopts appropriate policies and procedures to Safeguard children in the School.
- Policies and procedures are implemented by staff.
- Parents / carers to be made aware each autumn term of the Safeguarding Policies that are in place and who is the DSL.
- Sufficient resources and time are allocated to DSL(s) to carry out Safeguarding & Child Protection effectively.
- The DSL(s) receive appropriate training for this important role.
- All staff and adults working in the School understand their Safeguarding & Child Protection responsibilities and are able to voice their concern if they feel a child is vulnerable or at risk.
- Staff to be aware of the 'whistle blowing' protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional.
- develops effective working partnerships with relevant agencies and cooperate as required in regard to safeguarding children matters, including attendance at child protection conferences and other related safeguarding meetings.
- The School to provide appropriate reports for Safeguarding /Child Protection meetings.
- Ensure that all information and records are kept confidentially and securely.
- Safer Recruitment and Vetting procedures are followed for all appointments of staff including those working in the School in a voluntary / unpaid capacity.
- Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the School.
- have responsibility for coordinating action within the School and liaising with Social Care and other agencies in respect of suspected child abuse.

## 4.2 Designated & Deputy Safeguarding Lead(s)

The DSL will be named in each school policy

Who has the ultimate lead responsibility for all Safeguarding / CP matters.

The DDSL(s) will be named in each school policy

The DSL will when appropriate delegate Safeguarding / Child Protection responsibility to DDSL's to meet School need (e.g. staff absence, staff development).

DSL(s) receive formal termly supervision by the Education Safeguarding Consultant which focuses on the management and development of Safeguarding within the School.

The main responsibilities for the DSL & DDSL(s) are:

- To adhere to and follow procedures outlined in the Tees Local Safeguarding Children Board Procedures.
- To help identify signs and symptoms of abuse.
- To help identify any Safeguarding need
- Refer concerns to Julie Barnett (Early Help) for support and guidance
- Refer suspected cases of abuse to Social Care / Police
- Ensure all staff receives safeguarding awareness raising training to help them recognise and identify signs of abuse.
- To raise awareness of child safety issues within the School.
- Ensure that the School has an up-to-date Safeguarding & Child Protection Policy, which is consistent with LSCB procedures. The policy is reviewed annually.
- To attend and represent the School at Safeguarding / Child Protection meetings.
- Be responsible for securely managing Safeguarding & Child Protection files, compiling reports, recording and sharing information appropriately.
- Ensure that all Safeguarding & Child Protection information and records are kept confidentially and securely on our CPOMs system.
- To develop good working relationships / links with external agencies & LA.
- To raise awareness of their role with staff, parents and children.
- Be available for staff for consultation purposes.
- Provide support & guidance to staff on all Safeguarding matters

### **4.3 School Staff (teaching and non teaching)**

Staff will receive Safeguarding & CP training in their School induction

All staff will receive Safeguarding & Child Protection refresher training on an ongoing basis.

Staff have a responsibility to report any concerns they have about a child's safety or identified need to the DSL or DDSL(s).

If a staff member suspects a child may be a victim of abuse they are advised to do the following:

- If a child discloses information that suggests possible abuse has taken place we recommend the following:
  - Listen to the child.
  - Never coach or lead the child.
  - Do not investigate or over question the child.
  - Reassure the child they were right to talk.
  - Inform the DSL ASAP.
  - Record events (e.g. what the child has said, word for word)
  - Date, time and sign report.
- If a staff member receives information (e.g. third party) or sees something (e.g. suspicious bruise or mark) which gives them a cause for concern, they must inform the DSL or DDSL(s) ASAP.
- Staff should always consult with the DSL or DDSL(s) when they first begin to have minor concerns about a child. This process will help clarify what action if any, needs to be taken to meet the needs of the child.

## 5.0 ALLEGATIONS AGAINST STAFF

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If an allegation or cause for concern is made against a member of staff the following action should be taken:

- The Head Teacher should be informed immediately and provided with the associated evidence.
- If the allegation is against the Head Teacher then the Chair of Governors should be informed immediately and provided with the associated evidence.
- The Head Teacher or Chair of Governors of the School should seek support and guidance from the local authority (LADO) and follow the **'Procedure for Managing Allegations against Staff, Carers and Volunteers'** provided by Tees Local Safeguarding Children's Board.
- Immediate support and guidance should be sought from:
  - Child Protection/Safeguarding Officer – 01642 – 837744
  - NSPCC whistle-blowing helpline – 0800 028 0285

## 6.0 SCHOOL STAFF & GOVERNOR TRAINING

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All staff and governors at an IAT School receive Safeguarding & Child Protection training which raises their awareness of processes and procedures agreed by the Local Safeguarding Children Board (LSCB).

Training covers areas such as:

- Awareness Raising
- Signs and Symptoms
- Internet Safety
- Prevent
- Other appropriate Safeguarding / CP courses

Newly appointed staff receive Safeguarding training within the Normanby Primary School induction programme and attend specific courses facilitated by the Local Authority (e.g. NQT's).

Staff at Normanby Primary School also undertake Safeguarding E-learning courses promoted by the LSCB.

The DSL & DDSL's receive new and refresher Safeguarding & CP training on an annual basis including LSCB facilitated courses and nationally recognised on-line courses (e.g. Prevent).

The Head Teacher and members of the Governing Body have completed Safer Recruitment & Vetting training.

## 7.0 CONFIDENTIALITY

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Confidentiality and trust is maintained as far as possible.

Staff act on the basis that the welfare of the child is paramount.

The degree of confidentiality will be governed by the need to protect the child and personal information will be shared where this is necessary to protect the child (1998 Data Protection Act).

## 8.0 MONITORING AND REVIEW

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The CEO will ensure that each Trust School undertakes the following:

- Annually review its Safeguarding & Child Protection Policy.
- Has a senior member of staff as Designated Safeguarding Lead.
- Review annually the workload of the Designated Safeguarding Lead by requesting an update of Safeguarding work undertaken within the termly Head Teachers Report.
- Governing body to support the Head Teacher in all Safeguarding matters as felt appropriate.
- Monitor and evaluate safeguarding training that staff receive.
- Review all aspects of safeguarding children / working practices and develop as required.

**This policy should be read in conjunction with:**

‘Working Together to Safeguard Children’ (March 2015) .The guidance is available via the following link: <http://www.workingtogetheronline.co.uk/index.html>

“Keeping Children Safe in Education” (2016) - statutory guidance for Schools and Colleges available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)