

SAVIO SALESIAN COLLEGE



“Educating in Friendship and Peace”

CHILD PROTECTION AND SAFEGUARDING POLICY

OCTOBER 2017

Reviewed by the Governing Body

Signed (Chair)

Savio Salesian College Safeguarding Policy

Savio Salesian College is committed to providing a safe and secure environment for children, staff and visitors and to promoting a climate where children and adults will feel confident about sharing any concerns they have about their own safety, or the well-being of others.

Aims of the Policy

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed 'vulnerable'
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff e.g. volunteers, contractors etc.
- Outline how complaints against staff will be handled
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

Anti-bullying; E-Safety; Administration of Medicines; Behaviour Management; Educational visits' Teaching & Learning;

Safeguarding in our school is the responsibility of the whole school community. All adults working in the school, including staff, volunteers and students on placement are required to report instances of actual or suspected abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team.

The Designated Safeguarding Lead (DSL) is: Mrs Jeanette Chandler
The Deputy Designated Safeguarding Lead/s (DDSL) are: Mrs L Howe & Mrs S Best
The Safeguarding Governor is: Ms C O'Leary

The DSL is the first point of contact for staff and also for external agencies that are pursuing child protection investigation and coordinates the schools representation at child protection conferences and review Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the attention of the notice of the DSL, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Where there is any serious doubt as to the seriousness of this concern, or there is disagreement between the DSL and the member of staff

reporting the concern, advice will be sought from the DDSL or social care (Multi-agency Safeguarding Hub (MASH)). Any staff member can make a referral in an emergency or a genuine concern that appropriate action has not been taken.

Types of Abuse:

Abuse: a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting or failing to act to prevent harm. They may be abuse by an adult, adults or another child or children.

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

Emotional Abuse: the persistent emotional maltreatment of a child such as cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber-bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities involve physical contact, including assault by penetration (for example rape or oral sex), or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as children looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of a child's health and development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (excluding exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care givers); to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness of a child's basic emotional needs.

In addition to these types of abuse or neglect, members of staff may also be alert to the following safeguarding issues:

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children and young people may be tricked into believing they are in a loving, consensual relationship. They may be invited to parties and given alcohol and drugs. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional well-being; drug or alcohol misuse or displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with someone under the age of 18 years of age if that person is in a position of trust or authority in relation to that young person. Non-consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or their family have been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years of age.

Where it comes to our notice that a child under the age of 13 years is, or maybe sexually active, whether or not they are a pupil from our school, this will result in an immediate referral to Children's social care. In the case of a young person between the ages of 13-16, a discussion should be had with the Sefton MASH team as to a referral being made. This will determine how and when information will be shared with the parents/carers and investigating agencies.

Female Genital Mutilation (FGM)

Female Genital Mutilation (sometimes known as female circumcision) refers to the procedure that alters or causes injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth, also causing dangers to the child. It is practiced by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practiced in 28 different African countries as well as part of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that 20,000 girls under the age of 15 years are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their country of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

Preventing Radicalisation

The Counter Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn in terrorism (the 'Prevent Duty'). Young people can be

exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that the individual may be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of materials or symbols associated with an extremist cause (e.g. swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social and political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify the offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence, being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Referrals

Referrals should be made to the Sefton Multi-agency Safeguarding Hub (MASH) using the online form on the Sefton Internet or Local Safeguarding Children's Board (LSCB) website. Referrals can be verbally discussed with the Social Worker Manager in the MASH prior to a referral being made if a discussion regarding clarification of a referral is required. Telephone calls to make a referral can be made in the first instance but must be followed up with a completion of the online form. It is good practice to inform the parents/carers that a referral is being made **except in the following circumstances:**

- Where it is thought the child is at risk by going home
- Where FGM is suspected
- Where Fabricated Induced Illness is suspected
- Where Forced Marriage is suspected

Where consent is not obtained, the rationale reason must be included in the referral. In circumstances where a child has an unexplained or suspicious injury, that requires urgent medical treatment, the child protection referral should not delay the administration of first aid or emergency medical assistance.

If the child is thought to be of immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, urgent discussions with Social care (MASH) and/or Police intervention will be requested.

All parents will be informed of our safeguarding responsibilities and the existence of this policy. In all instances where a pupil sustains an injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified as soon as possible.

All staff must be aware of and recognise the need to be alert to the risks posed by strangers or others (including the parents/carers of other pupils) who may wish to harm children in school or travelling to and from school and will take all reasonable steps to lessen such risks.

Vulnerable Pupils

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated social worker. If the pupil in question is a Looked-After Child, this will be brought to the notice of the Designated Person with responsibility for children in public care.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue.

We will always ascertain the views and feelings (voice) of all children. The school acknowledges the additional need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seekers status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

We acknowledge that children who are affected by abuse may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a Child Protection context.

The law requires Sefton Children's Services are notified of private fostering arrangements. Any privately foster children e.g. under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sister's uncles or aunts (whether full blood, half blood or by marriage).

Training

Whole school in-service training on safeguarding issues will be organised on a regular basis. All newly recruited staff (teaching and non-teaching) and Governors will be apprised of this policy and will be required to attend relevant training. In addition, all new staff and temporary staff will be required to attend an induction

session with the DSL or their deputy in their first day in the school. The DSL (and their Deputies) will attend the LA's dedicated course at least every 2 years. Designated staff will be encouraged to attend network meeting e.g. LSCB twilight information sessions and participate in the Multi-agency training programme organised by Sefton Local Safeguarding Children's Board.

Recruitment

This school is committed to the process of creating a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks (Disclosure & Barring Service (DBS) checks); barred list checks and prohibition checks will be undertaken. The level of DBS checks required, and in the school, are outlined in Part 3 of the DfE Guidance '*Keeping Children Safe in Education*'. We will also have regard to the DfE's statutory guidance for schools about the employment of staff disqualified from childcare '*Disqualification under the Childcare Act 2006*', which also contains information about 'disqualification by association'.

Relevant members of staff and governors who are involved in recruitment will undertake the safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

This school will only use employment agencies, which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the school on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms CP procedures within the school.

Volunteers

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Record Checks. There is no legal requirement to obtain DBS certificate for volunteers who are not in a regulated activity and who are supervised regularly on an ongoing day-to-day basis by a person who is in a regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same code of conduct as paid employees of the school.

Voluntary sector groups that operate within this school or provide off-site services for our pupils or use school facilities will be expected to adhere to this policy. Premises lettings and loans are subject to acceptance of this requirement.

Staff Code of Conduct

All staff (paid or voluntary) is expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults

and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE guidance.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations, for example during musical instrument tuition, the door to the room in which 1-1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Any unplanned contact or suspected infatuations or 'crushes' will be reported to the Headteacher. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Headteacher and Governing Body. Staff will only use the approved school email, school learning platform or other school approved communications systems with pupils and parents/carers, and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the school's whistle-blowing procedures, and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the DSLs if the Headteacher is not available, and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Headteacher.

Contractors

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils

in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's code of conduct.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they have contact with children. We will always check the identity of contractors and their staff on arrival at the school.

Complaints/allegations made against staff

This school takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member of staff or volunteer. All such complaints will be brought immediately to the attention of the Headteacher or one of the DSLs if the Headteacher is not available and nothing should be said to the colleague involved. In cases where the Headteacher is the subject of the allegation or concern, they will be reported to the Chair of Governors, in order that they may activate the appropriate procedures. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children less than 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicated he or she would pose a risk of harm to children

The Local Authority's Designated Officer (LADO) should be informed of all allegations that come to a school's attention and appear to meet the criteria within 24 hours. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a Police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.

Some rare allegations will be so serious they will require immediate intervention by Children's social care services and/or Police. In such cases, referral to the LADO will lead to a strategy meeting or discussion being held in accordance with the DfE, guidance and LSCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part Four of the DfE guidance '*Keeping Children Safe in Education*'.

Records

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP/safeguarding records. The school will take into account the views and wishes (voice) of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous 'secrets'.

Child protection (CP) records are not open to pupils or parents. All CP records are kept securely by the DSL and separately from educational records. The DSL, their Deputy and the senior managers of the school may only access them.

The content of the Child Protection Conference or Review reports prepared by the school will follow the headings recommended by Children's services and will, wherever possible, be shared with the parents/carers in advance of the meeting.

Child Protection records will be sent to receiving schools separately and under a confidential cover when pupils leave the school and a receipt will be obtained.

If a pupil is withdrawn from the school having not reached the normal date for transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their education records are sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Children Missing Education Co-Coordinator in order that they make further enquiries. If the school receives education records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department. A child's name will only be removed from the schools' admission register in accordance with the Pupil Registration regulations or with the authorisation of the Local Authority CME Coordinator.

All additions to or deletions from the school roll will trigger the completion of the Common Transfer File (CTF) which will be downloaded to the appropriate database via the S2S system with particular regard to pupils leaving the school but the destination is not known. In this case the CME coordinator must be contacted and the CME procedures instigated.

The school will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental responsibility or someone acting with their written consent.

Safety in the school

No internal doors to classrooms will be locked whilst pupils are present in these areas.

Entry to school premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges

or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Headteacher or school office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if the Police stops these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to the LA's Safeguarding unit with a view to alerting other local schools in liaison with the Police and through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

Curriculum

This school acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly
- To judge what kinds of physical contact are acceptable and unacceptable
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help
- To use assertiveness techniques to resist unhelpful pressure
- Emotional literacy

All computer equipment and internet access within the school will be subject to appropriate 'parental controls' and Internet safety rules in line with our E-safety Policy.

The school will work with partners to promote 'Healthy School' status through the curriculum with the aim of:

- Developing a school ethos and environment which encourages a healthy lifestyle for pupils
- Using the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles
- Ensuring the food and drink available across the school day, reinforce the healthy lifestyle message
- Providing high quality Physical Education and sport to promote physical activity
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being

Working in Partnership with Parents

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of this school.

- We will use clear statements in our brochures and correspondence
- We will involve parents and pupils in the review of this policy and in the development of Codes of Conduct and Equalities and Behaviour Management policies
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families
- We will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translations services as necessary
- We will make available a copy of policies through the school's website and if requested a paper copy
- We will keep parents informed as and when appropriate

The Role of the Governing Body

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times.

The Governing Body will ensure that the school contributes to inter-agency working in line with statutory guidance '*Working Together to Safeguard Children*' and that the school's safeguarding arrangements take into account the procedures of the local authority as part of the inter-agency procedures set up by the LSCB.

The Governing Body has formerly adopted this policy and will review its contents annually or sooner if the designated governor or the Headteacher is notified of any legislative or regulatory changes to it.

Concerns about and allegations of abuse made against the Headteacher will be referred to the chair of governors who will liaise with the LADO and partner agencies and will attend any strategy meetings called in respect of such an allegation against the Headteacher.

As a good practice, the Headteacher will provide termly/annual report to the Governing Body outlining details of any safeguarding issues that have arisen during the term/year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as a good practice, the nominated governor will meet on a regular basis with the DSL to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding. This is in addition to and does not replace the responsibility that rests with the Headteacher to monitor the work of the DSL.

Monitoring

- The policy will be updated annually in line with guidance from the LA

- The safeguarding agencies will be actively promoted on the school's website, newsletters and through ongoing varied work with children during the school day
- The DSL will provide termly anonymised information to Governors about safeguarding in the Headteacher's report. In addition Governors will be notified of any amendments
- The school's SLT will monitor incidents that fall within the scope of ongoing, rigorous and meticulous record keeping and communication with outside agencies and between the designated and deputy designated leads
- Annual questionnaires about behaviour and safety are completed by pupil's and there is a question about safety on the annual parent questionnaire too
- We familiarise ourselves with the latest Ofsted guidance and ensure that we have procedures in place to meet the monitoring guidance contained within

Complaints

All complaints arising from the operation of this policy will be considered under the school's complaint procedure.

Signed:

Chair of Governors.....Date.....

Headteacher.....Date.....

Designated Safeguarding Lead.....Date.....

Next Review Date of Policy: September 2018

Contact numbers:

Children's Social Care:

Tel: MASH: 0151 934 3391 (Consultation with Social Care Manager)

Tel: General Enquiries: 0845 140 0845

Tel: MASH contact officers: 0151 934 3801/2533/4200/3596

Tel: Out of Hours Emergency Duty Team: 0151 920 8234

Tel: Local Authority Designated Officer (LADO) for Allegations: Pauline

Trubshaw: Tel: 0151 934 3783

Legislation:

Working Together to Safeguard Children 2015

Keeping Children Safe in Education September 2016

What to do if you're Worried a Child is Being Abused 2015

Information Sharing – Advice for Practitioners 2015

Threshold for Intervention Handbook – Sefton LSCB