

# Littlegreen Academy Safeguarding Children Policy

**Revised:** July 2018

**Member of staff responsible:** Pam Ridgwell, Headteacher

**Date ratified by Governing Body:** tbc

**Next review date:** September 2019

## 1. PURPOSE & AIMS

- 1.1 The purpose of Littlegreen Academy's safeguarding policy is to ensure every child is safe and protected from harm. This means we will always work to:
  - Protect children and young people from maltreatment.
  - Prevent impairment of children and young people's health or development.
  - Identify children and young people who may be in need of extra help.
  - Ensure that children and young people grow up in circumstances consistent with the provision of safe and effective care.
  - Undertake a role so as to enable children and young people to have the best outcomes.
- 1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our responsibilities to safeguard and promote the welfare of all children and young people.
- 1.3 Littlegreen Academy fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of those involved with the organisation. The elements of our policy are prevention, protection and support.
- 1.4 This policy applies to all those receiving services from or providing services on behalf of Littlegreen Academy.

## 2. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children 2018](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by Portsmouth Safeguarding Children Board.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#), Home Office (October 2015)
- [The Rehabilitation of Offenders Act 1974](#)
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#)
- [The Prevent duty: Departmental advice for schools and childcare providers](#), DfE (2015)
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#).

- [Guidance for Safer Working Practices for Adults who work with Children and Young](#)
- [People in Education Settings'](#) (October 2015)
- [What to do if you're worried a child is being abused', DfE \(March 2015\)](#)
- Portsmouth Safeguarding Children Board procedures

### 3. DEFINITIONS

"Children" includes everyone under the age of 18.

Safeguarding and promoting the welfare of children means:

- Protecting children and young people 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
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse:** Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

**Physical abuse:** a form of abuse which 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 to 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 cyberbullying), causing children frequently to 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 may 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 involving children in 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 acts of 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 the child's health or 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 (including 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**See also Specific Issues on Page 11 of this policy document and within Keeping Children Safe in Education Part 1 2018 in Appendix A**

#### **4. OUR ETHOS**

- 4.1 The child's welfare is of paramount importance. Redwood Park Academy will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children will be able to talk freely to any member of staff if they are worried or concerned about something.
- 4.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at Redwood Park Academy play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.
- 4.3 All staff and regular visitors will, through induction and training, know how to recognise emerging needs and indicators of concern, how to respond to a disclosure from a child and how to record and report this information. They will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose should it outline a safeguarding concern.
- 4.4 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children 2018](#) and West Sussex Safeguarding Children Board procedures.
- 4.5 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

## 5. ROLES AND RESPONSIBILITIES

Roles	Name	Contact Details
Designated Safeguarding Lead	Pam Ridgwell	023 9263 1259
Deputy DSL	Louise Isa-Grada	023 9263 1259
Deputy DSL	Hannah Davies	023 9263 1259
Executive Headteacher	Alison Beane	023 9263 1259
Named Safeguarding Governor (interim)	Mark Mitchell	023 9263 1259
Chair of Governors	tbc	023 9263 1259

### LOCAL AUTHORITY DETAILS

Designated Officer for the Local Authority:

Name:	Lindsey Tunbridge-Adams
Email Address:	<a href="mailto:Lindsey.Tunbridge-Adams@westsussex.gov.uk">Lindsey.Tunbridge-Adams@westsussex.gov.uk</a>
Phone Number:	0330 22203339

MASH/West Sussex Children's Services  
Details:

Email Address:	MASH@westsussex.gcsx.gov.uk
Phone Number:	01403 229900
Out of Hours Number:	0330 222 6664

5.1 It is the responsibility of every member of staff, volunteer and regular visitor to our setting/s to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all children. This includes the responsibility to provide a safe environment.

### The Governing Body

5.2 The Governing Body of Littlegreen Academy is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils. We also have a named Governor who champions safeguarding within the school (see previous table)

5.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our website and has been written in line with Local Authority guidance and the requirements of West Sussex Safeguarding Children Board policies and procedures.

Littlegreen Academy contributes to inter-agency working in line with [Working Together to Safeguard Children 2018](#).

A senior member of staff from our leadership team is designated to take the lead responsibility for safeguarding and child protection.

- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct.
- All staff undertake appropriate child protection training that is updated annually.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.
- Safer recruitment practices are followed in line with the requirements of [Keeping Children Safe in Education](#).
- The Governing Body remedy without delay any weakness with regard to our safeguarding arrangements that are brought to their attention.

5.4 At each termly meeting the Governing Body will receive a safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

### **The Executive Headteacher**

5.5 At Littlegreen Academy the Executive Headteacher is responsible for:

- Identifying a member of staff to be the Designated Safeguarding Lead (DSL).
- Identifying additional members of staff to act as Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role.
- Ensuring that the policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.
- Liaise with the Designated Officer from the Local Authority in the event of an allegation of abuse being made against a member of staff.

### **The Designated Safeguarding Lead (DSL)**

5.6 The DSL is Pam Ridgwell, who takes lead responsibility for safeguarding and child protection in our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of ['Keeping Children Safe in Education'](#).

5.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

5.8 During term time the DSL and/or a deputies will always be available for staff to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

5.9 The DSL at Littlegreen Academy will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where

necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

5.10 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

5.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and that appropriate training needs are identified.

## 6. TRAINING & INDUCTION

6.1 When new staff join our organisation, they will be informed of the safeguarding arrangements in place. They will be given a copy of Littlegreen Academy's safeguarding policy along with the staff code of conduct, Part one and Annex A of ['Keeping Children Safe in Education'](#) and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read these key documents. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

6.2 Every new member of staff or volunteer will receive safeguarding training during their induction period. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record concerns and the remit of the role of the DSL. The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

6.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of ['Keeping Children Safe in Education'](#). In order to achieve this we will ensure that:

- All members of staff undertake appropriate safeguarding training on an annual basis
- All staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

6.4 All regular visitors, temporary staff and volunteers will be given a set of our safeguarding procedures and they will be informed of whom our lead DSL and any deputy DSL's are and what the recording and reporting system is.

6.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will ensure relevant training to the role is completed at least once every three years. The DSL and deputies will complete Designated Safeguarding Lead training every two years. In addition to formal training, DSL's will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

6.6 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, links that are recommended include Annex A of ['Keeping Children Safe in Education'](#) on specific safeguarding issues such

as Child Sexual Exploitation and Female Genital Mutilation as well as guidance accessible via Portsmouth Safeguarding Children Board.

- 6.7 Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at Redwood Park Academy.

## **7. PROCEDURES FOR MANAGING PATHWAYS TO HELP AND SUPPORT**

- 7.1 Littlegreen Academy adheres to safeguarding and child protection procedures that have been agreed locally with West Sussex Safeguarding Children Board. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with West Sussex Safeguarding Children Board thresholds guidance.
- 7.2 Every member of staff including volunteers working with children at Littlegreen Academy are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.
- 7.3 All staff are encouraged to report and record any worries and concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, worries and concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on worries and concerns in accordance with this policy to allow the organisation to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.
- 7.4 At times, a child's needs may not be able to be met by universal interventions alone and will best be met through a more targeted response. At this point the child's needs will still be considered as 'emerging' and will therefore be below the threshold for specialist or statutory interventions.

When indicators of needs that fall under this category are identified, Littlegreen Academy will take responsibility for exploring issues with the child and family, with guidance and support as necessary from the Local Authority Children's Services.

Where the input of more than one agency is required (a multi-agency response) to support the family's circumstances, a lead practitioner within the organisation will be identified.

The lead practitioner will develop a record and plan with the family, with consent, as a tool for understanding strengths and needs, establishing goals, and recording the work undertaken by all practitioners in partnership with the family.

The lead practitioner will also be responsible for drawing all agencies who are identified in the plan to work with the family in a coordinated way and will meet with the family to achieve the goals established in the plan.

If the family's needs are more complex or require additional support, consultation with the Local Authority Children's Services will take place to consider how best to support the family.

- 7.5 It is not the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 7.6 The DSLs' should be used as a first point of contact for worries, concerns and queries regarding any safeguarding concern at Littlegreen Academy. Any member of staff or visitor who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to a deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 7.7 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed procedures. All Solent Academies Trust schools use CPOMS as a recording tool and all referrals received on paper are inputted into CPOMS by appropriate members of staff who have access at the relevant level.
- 7.8 Following receipt of any information raising concern, the DSL will consider what action to take. All information and actions taken, including the reasons for any decisions made, should be fully documented on CPOMS.
- 7.9 The DSL will decide whether to consider offering 'Early Help' to support the family or to make a referral to Children's Services when there are complex needs or child protection concerns. Littlegreen Academy will use West Sussex Safeguarding Children Board threshold guidance to inform our decision making.
- 7.10 If a referral to Children's Services has not met the threshold for targeted support or statutory intervention the DSL will make a full written record of the decision and outcome and log it on CPOMS. The organisation will continue to offer early interventions, supported by the use of an 'Early Help' Record and Plan.
- 7.11 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Executive Headteacher. Concerns should always lead to help for the child at some point.
- 7.12 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services or the Police if:
- The situation is an emergency and the DSL, their deputy and the Executive Headteacher are all unavailable. T
  - They are convinced that a direct report is the only way to ensure the pupil's safety.
- 7.13 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the . If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Children's Services directly with their concerns.
- 7.14 Request for support forms: <http://www.westsussexscb.org.uk/professionals/contacts-for-referral/>

## SPECIFIC SAFEGUARDING ISSUES

**7.14 Peer on Peer Abuse. We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings.** This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same use West Sussex Local Authority threshold guidance will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

**7.15 Special Educational Needs. We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and due to being a special school these are a specific focus of our staff training.**

These additional barriers 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 SEND can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

**7.16 Female Genital Mutilation (FGM). At Littlegreen Academy is a boys school but we recognise that our staff need to be able to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) in their daily lives and we provide guidance on these issues through our safeguarding training.** If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with Police and Children's Services.

**7.17 Where FGM has taken place, there is a mandatory reporting duty placed on teachers (since 31 October 2015).** 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 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. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#) (October 2015).

**7.18 Radicalisation and Extremism: We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other form of vulnerability in today's society.**

- At Littlegreen Academy, we will ensure that:
- Through training, staff, volunteers and our Board of Trustees have an understanding of what radicalisation and extremism is, why we need to be vigilant and how to respond when concerns arise.

- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies. The DSL has received Prevent training and will act as the point of contact for any concerns relating to radicalisation and extremism.
- The DSL will make referrals to Children's Services and will represent our organisation at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

**7.19 Children Missing in Education.** We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who go missing, particularly on repeated occasions. Attendance at Littlegreen Academy will be monitored and concerns raised with the Designated Safeguarding Lead to discuss persistent absence and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

## **8. RECORDS AND INFORMATION SHARING**

- 8.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting procedure. Any worries or concerns should be passed to the DSL without delay.
- 8.2 Any information recorded will be kept in a separate named file, in a secure cabinet or electronically and not within any other file associated with the child. These files will be the responsibility of the DSL. Child protection information will only be shared within on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
- 8.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our 'Early Help' and safeguarding files will include; a chronology, contents front cover and record of significant events in the child's life.
- 8.4 When a child leaves our school to move to another school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the relevant department within the Local Authority.

## **9. WORKING WITH PARENTS & CARERS**

- 9.1 Littlegreen Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.
- 9.2 When children join Littlegreen Academy, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on our website. Parents and carers will be informed of our legal duty to assist

our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

- 9.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- 9.4 We will seek to work together with parents to support any worries or concerns we may have about their child unless to do so may place a child at increased risk of harm.
- 9.5 In order to keep children safe and provide appropriate care for them, Littlegreen Academy requires parents/carers to provide accurate and up to date information regarding:
  - Full names and contact details of all adults with whom the child normally lives.
  - Full names and contact details of all persons with parental responsibility (if different from above) and contact details of a significant adult (a minimum of 3 contacts per child).
  - Emergency contact details (if different from above).
  - Full details of any other adult authorised by the parent to collect the child (if different from the above).

Littlegreen Academy will retain this information on file. Information about children will only be shared with adults who have parental responsibility for that child or with those for whom an individual with parental responsibility has given permission and we have been supplied with the adult's full details in writing.

## **10. CHILD PROTECTION CONFERENCES**

- 10.1 In some circumstances, all professionals involved with a child will be expected to support statutory agencies and provide information relating to the welfare of a child and how to support a child/children and their parent/s or carer/s. One such example is at a child protection conference. There may be circumstances where Littlegreen Academy may be asked to participate in Child Protection processes pursuant to the Children Act 1989.
- 10.2 Children's Services will convene an Initial Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 10.3 Staff members may be asked to attend a child protection conference or core group meetings on behalf of Littlegreen Academy in respect of individual children. Usually the person representing the school at these meetings will be the DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 10.4 All reports for child protection conferences will be prepared in advance using the guidance and template report provided by West Sussex Safeguarding Children Board. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical,

emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child.

- 10.5 Clearly child protection conferences can be upsetting for parents. We recognise that we may have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## **11. SAFER RECRUITMENT**

- 11.1 At Littlegreen Academy we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service (DBS) checks where required to do so and use any other means of ensuring we are recruiting and selecting the most suitable people to work with children.
- 11.2 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.
- 11.3 We will ensure that those responsible for recruiting staff have completed appropriate 'safer recruitment' training. At all times we will ensure that safer recruitment practices are followed in accordance with our statutory requirements.
- 11.4 For those staff who have new or historical entries on their DBS that may raise concerns of a safeguarding nature but not exclude them from being able to undertake their role, a risk assessment will be completed and kept on file outlining any measures that will be in place to manage any assessed risk.

## **12. SAFER WORKING PRACTICE**

- 12.1 All staff or volunteers at Littlegreen Academy who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- 12.2 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.
- 12.3 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that everybody providing services on our behalf should take in their daily professional conduct with children. Advice can be found in ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12.4 Littlegreen Academy has a complaints procedure which is made available to all parents, staff, volunteers and those who wish to submit a complaint. For details of this procedure, please refer to this document.

### 13. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

13.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children. We do, however, recognise that sometimes allegations of abuse are made.

13.2 We recognise that allegations, when they occur, are distressing and difficult for all concerned. We also recognise that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children.

13.3 We will take all possible steps to safeguard our children and to ensure that the adults in our organisation are safe to work with children. We will always ensure that the procedures outlined by [Working Together to Safeguard Children 2018](#) and Part 4 of 'Keeping Children Safe in Education', are adhered to and will seek appropriate advice from the Designated Officer for the Local Authority (formerly known as LADO in previous versions of Working Together to Safeguard Children which this procedure will continue to use for ease of reference). The LADO can be contacted to request a consultation or to make a referral via e-mail: [Lindsey.Tunbridge-Adams@westsussex.gov.uk](mailto:Lindsey.Tunbridge-Adams@westsussex.gov.uk) or by phone on 0330 22203339.

13.4 If an allegation is made or information is received about any member of staff (or volunteer) who works in our setting who 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;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers.

Should an allegation be made against the Headteacher or Associate Head of School, this will be reported to the Executive Headteacher who will contact the Chair of the Governing Body. In the event that the Chair of the Governing Body is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head of the school or the Vice Chair of the Governing Body.

Should an allegation be made against the Executive Headteacher, this will be reported to the Chair of the Solent Academies Trust Board. In the event that the Chair is not contactable on that day, the information must be passed to and dealt with by the Vice Chair of the Board.

13.5 The Head of School/Executive Headteacher or Chair of Governors/Board will seek advice from the LADO within one working day. No member of staff will undertake further investigations before receiving advice from the LADO.

13.6 Any member of staff or volunteer who does not feel confident to raise their concerns within the organisation should contact the LADO directly on 0330 22203339. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns

regarding child protection failures internally. Staff can call: 0800 028 0285 – this line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

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

#### **14. LINKS WITH OTHER POLICIES**

This policy forms part of an overall set of policies and procedures that fall under our safeguarding umbrella. Please see below the additional policies in place that underpin our safeguarding practice:

Whistleblowing  
Complaints  
Positive Handling  
Staff Code of Conduct  
Sex Education and Relationships Policy  
ICT System Acceptable Use Policy and Agreement

Appendices:

- 1: Body Map
- 2: Developmental Chart
- 3: Child Protection Referral Sheet
4. Keeping Children Safe in Education

Part 1 Sept 2018

**CHILD PROTECTION INCIDENT RECORDING SHEET**

Name of member of Staff Recording Incident .....

Date ..... Time.....

Name of pupil ..... Class .....DOB .....

Who was present .....

Date and time reported to DSL .....

Names of any other staff informed .....

Names of any other pupils involved .....

Are parents aware? Give details .....

Time and place of incident.....

Nature of concerns

--

Account of incident (use back of sheet if needed)

--

Action taken .....

.....

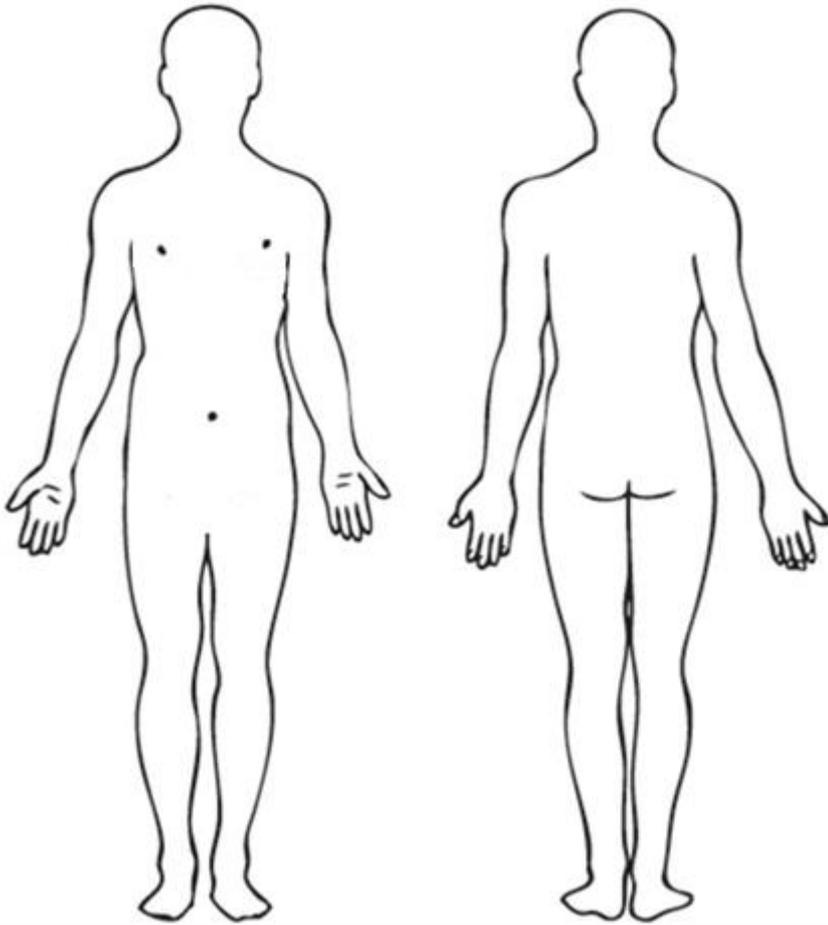
Name of duty worker/soc worker if reported .....

Name of any other agencies involved .....

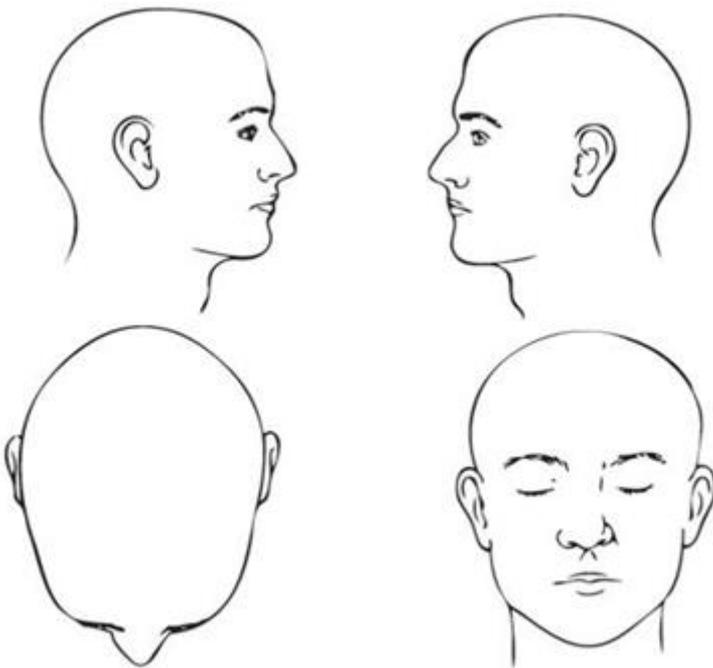
Further action .....

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

**APPENDIX 1: Safeguarding Bodymap**



Name of child:
DOB:
Name of staff who witnessed injury(ies):
Date and time of injuries seen:
Date and time of injuries recorded:
Details of injuries/location on body:
Signed/name of SLT/Date:
Actions by SLT:



Appendix 2

<b>AGE APPROPRIATE BEHAVIOURS</b> Reproduced from 'Child's Play?' a STOP IT NOW leaflet		
	<b>They commonly.....</b>	<b>They rarely.....</b>
<b>Pre-school Children (0-5)</b>	<ul style="list-style-type: none"> <li>• Use childish 'sexual' language to talk about body parts</li> <li>• Ask how babies are made and where they come from</li> <li>• Touch or rub their own genitals</li> <li>• Show and look at private body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss sexual acts or use sexually explicit language</li> <li>• Have physical sexual contact with other children</li> <li>• Show adult-like sexual behaviour or knowledge</li> </ul>
<b>School-age (6-12)</b>	<ul style="list-style-type: none"> <li>• Ask questions about menstruation, pregnancy and sexual behaviour</li> <li>• Experiment with other children, often during games, kissing, touching, showing and role-playing eg mums and dads or doctors and nurses</li> <li>• Masturbate in private</li> <li>• (Older children in the age range are also more likely than pre-school children to use sexual words and discuss sexual acts, particularly with their friends)</li> </ul>	<ul style="list-style-type: none"> <li>• Masturbate in public</li> <li>• Show adult-like sexual behaviour or knowledge</li> </ul>
<b>Adolescents (13-16)</b>	<ul style="list-style-type: none"> <li>• Ask questions about relationships and sexual behaviour</li> <li>• Use sexual language and talk about sex acts between themselves</li> <li>• Masturbate in private</li> <li>• Experiment sexually with adolescents of similar age</li> <li>• (NB about one-third of adolescents have sexual intercourse before the age of sixteen)</li> </ul>	<ul style="list-style-type: none"> <li>• Masturbate in public</li> <li>• Have sexual contact with much younger children or adults</li> </ul>