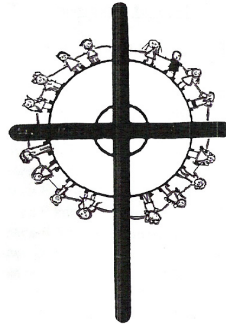


Christ Church C of E (VA) Primary School



CHRIST CHURCH PRIMARY SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY AND GUIDANCE

Date of issue:

September 2016

Review date:

September 2017

Key Personnel

Designated Safeguarding Lead: MICHAELA LONG

**Deputy Designated Safeguarding Lead: EMMA QUIGLEY,
PATRICIA PARKES & KAY TAYLOR**

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on November 2016.

It is due for review on November 2017 (up to 12 months from the above date).

Signature

Date

Head Teacher

Signature

Date

Chair of Governors

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

Section 175 of the Education Act 2002 places a duty on local authorities and the governors of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies) to have arrangements to safeguarding and promote the welfare of children who are pupils at the school. "Keeping Children Safe in Education" was issued to schools in 2014 detailing statutory guidance, placing a duty on schools to promote the welfare of children. In March 2013, the definition of safeguarding children was revised in the document "Working Together to Safeguard Children" to the following:

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

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing

Christ Church Primary School strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment.
2. Identifying child welfare concerns and taking appropriate action.
3. Using the curriculum to enable our children to develop keep safe strategies
4. Creating a listening culture to hear the child's voice
5. Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school has a suite of policies designed to meet these needs and are available on request or via the school website.

This policy applies mostly to points 1, 2, 3, 4 and 5 above and reflects current legislation, accepted best practice and complies with Government guidance: *Working together to Safeguard Children (2013)* and *Keeping Children Safe in Education 2014*

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1. INTRODUCTION

At Christ Church Primary School we strive to be inclusive, to meet the needs of all students and to treat all students, parents, staff and members of the wider community with equal respect. We celebrate diversity and actively work to create a cohesive community. Our safeguarding policies are designed to promote this ethos and to create clear systems for any stakeholder with a complaint.

This document is the safeguarding and child protection policy for Christ Church Primary School and any extended services that it provides.

Safeguarding and promoting the welfare of children is defined by the Department for Education in the statutory guidance “Working Together to Safeguard Children” 2013 as:

- Protecting children from maltreatment
- Preventing impairment of childrens’ 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 a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to anybody working for or on behalf of the school in a full time, part time, temporary or permanent basis, in either a paid or unpaid capacity.

A parent refers to birth parents and other adults who are in a parenting role, e.g. step-parents (by marriage), foster carers and adoptive parents.

This Child Protection Policy forms one part of the school’s safeguarding responsibilities and should be read in conjunction with other relevant policies as defined in the Annual Report to the Governing Body. This policy applies to all teaching and non-teaching staff, volunteers, governors and parents, and relates to all children and young people up to the age of 18. Christ Church Primary School expects that:

- All teaching and non-teaching staff, volunteers and, governors must have an understanding of what safeguarding and child protection is and that they have a vital role to play in promoting the welfare of children.
- All teaching and non-teaching staff, volunteers and governors must understand the school’s Child Protection and Safeguarding Policy and follow it if a concern is witnessed or disclosed.
- Parents and pupils must understand how the school responds to incidents giving rise to concerns about the welfare of children and what they should do if they have a concern about their own welfare or that of a child.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (sections 175/157)
- Education (Independent Schools Standards) (England) Regulations 2003
- Sandwell Safeguarding Children Board Inter-Agency Procedures
- Keeping Children Safe In Education (2014)
- Working Together to Safeguard Children (2013)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)

3. SCHOOL RESPONSIBILITIES

The Education Act 2002 states that education institutions have a legal duty to safeguard and promote the welfare of children. They must ensure that

- A safe learning environment is created and maintained for children and young people
- Children welfare concerns are identified and appropriate action is taken to address them in partnership with other organisations where appropriate.
- “Working Together to Safeguard Children” 2013 explains the legislative requirements and expectations of individual agencies to promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including schools safeguarding arrangements.
- “Keeping Children Safe in Education” (2014) is issued to schools and colleges under their relevant guidance and they must have regard to this document when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, ‘school’ in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units.
- The Teacher Standards (2012) explicitly state that teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. It is expected that the following principles are followed by all staff in the school whether teaching, support staff or volunteers (paid or unpaid):
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - Showing tolerance of and respect for the rights of others

- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law.

4 GOVERNING BODIES

The Chair of Governors in this school is:

NAME: Farooq Hussain

The Vice Chair in this school is:

NAME: Jane Rogers

The Governing Body is responsible for ensuring that a school discharges its safeguarding functions effectively and within the law

The governing body ensures that the school:

- Has a child protection policy and procedures in place that are in accordance with national legislation and guidance, local authority guidance and locally agreed inter-agency procedures;
- Has procedures in place for dealing with allegations of abuse against members of staff or volunteers that follow any guidance from Government, the local authority and locally agreed inter-agency procedures
- Has a staff code of conduct in place that are in accordance with any guidance from the government, the local authority and locally agreed inter-agency procedures
- Designates an appropriate senior member of staff to take lead responsibility for dealing with safeguarding and child protection whose duties include providing advice and support to other staff, liaising with the local authority and working with other organisations as necessary and ensures that they are given the time to undertake the role.
- Organises appropriate training for the head teacher or principal and all other staff and volunteers who work with children to carry out their responsibilities for child protection effectively and are made aware of the school's arrangements for child protection and their responsibilities;
- Identifies any instance where there are grounds for concern that a child is suffering or likely to suffer significant harm either at school or at home and immediately refers any concerns to the local authority children's social care services;
- Nominates a member of the governing body, or any other body managing the school, to be responsible for liaising with the local authority and/or partner agencies, as

appropriate, in the event of allegations of abuse being made against the head teacher, the principal of an FE college or proprietor of an independent school.

Regular reports will be submitted to the Governing Body to evidence how the school are discharging their statutory safeguarding duties. Any weaknesses must be rectified without delay.

5. DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead in this school is:

NAME: Michaela Long

The Deputy Designated Safeguarding Lead in this school is:

NAME: Emma Quigley

Kay Taylor

Patricia Parkes

The role of the DSL is to:

- Ensure that there is appropriate cover at all times. All steps should be taken to make sure that the DSL and Deputy DSL are not out of school at the same time
- Undertake appropriate training to carry out the role. Training should be updated at least every 2 years.
- Act as a source of support, advice and expertise to the whole school community with regards to safeguarding and child protection
- Ensure all staff that work with children undertake appropriate training to equip them to carry out their responsibilities. This training should be regularly updated.
- Keep a record of staff attendance at child protection training.
- Ensure there are effective induction processes including the child protection policy, staff conduct policy and Keeping Children Safe In Education Information for School and College Based Staff in safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract;
- Ensure that the child protection policy is regularly reviewed and updated annually
- Ensure that all staff sign to indicate that they have read and understood the child protection policy
- Make the child protection policy available publicly on the school's website.
- Encourage a listening culture so the wishes and feelings of children are taken in to account
- Be alert to the specific needs of children in need, those with special educational needs and young carers and any other specific issues relating the school community
- Have a working knowledge of LSCB procedures for child protection matters and the locally agreed early help processes.
- Keep securely stored safeguarding records of all child welfare concerns separate from the child's main pupil file. These records must be reviewed on a regular basis.
- Ensure that when a child leaves the school any safeguarding files are transferred to the

receiving school as soon as possible, but within 15 working days.

- Refer cases of suspected abuse to children's social care or police as appropriate
 - Refer criminal matters to the police as required
 - Refer to the Local Authority Designated Officer (LADO) and/or the Disclosure and Barring Service (DBS) all cases concerning a member of staff as required
 - Ensure there are appropriately trained staff to take the lead on and attend Early Help meetings;
 - Ensure the school is represented by a DSL all Initial and Review Child Protection Conferences meetings. If this is not possible, the Deputy DSL should attend. If neither can attend apologies must be given and a written report must be submitted prior to the conference;
 - Ensure there is appropriate representation on Core Groups when a child is subject to a Child Protection Plan. If the most appropriate person is a class teacher, there must be joint working with the DSL – consider appropriate safeguarding supervision arrangements;
 - Notify children's social care if a child with a child protection plan is absent for more than two days without explanation
 - Liaise with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate
- Ensure parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made

6. SCHOOL PROCEDURES

All school staff and volunteers need to be alert to the potential abuse of children, both within their families and from other sources including members of the school community.

All school staff will be made aware through training that our children and families must be treated with respect and dignity in relation to their age, disability, ethnicity, gender, religion and belief, sexual orientation and culture but that they will never prevent the school from following the safeguarding and Child Protection Policy when concerns are identified.

If any member of staff is concerned about a child, the DSL must be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.

The member of staff must record information regarding the concerns and ensure the written record is passed to the DSL on the same day. The recording must be a clear, precise and factual account of the observations.

The DSL will decide whether the concerns should be referred to children's social care via the Contact Centre. If it is decided that a referral to children's social care is required, this will be discussed with the parents, unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;

- Place a vulnerable adult at risk of harm; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

When concerns have been raised regarding a child, or they are subject to any multi-agency work, a written record will be kept securely and separately from the child's main pupil record.

The school will robustly monitor the attendance of children on roll in the school, in line with the attendance policy. When a safeguarding/child protection concern is being monitored all absences from school will be followed up with a home visit by an appropriate member of staff to ensure that the welfare of the child/children is/are maintained.

In cases where children are subject to a child protection plan, all absences of more than 2 days (without explanation) will be reported to the allocated social worker.

Whenever a child transfers to another school, all school records, including safeguarding/child protection files, will be sent to the receiving school (within 15 working days) in a secure manner and relevant agencies will be informed of the new school that the child has moved to.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

All staff, volunteers and governors, through on going training, must be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see [Appendix A](#) for details.

Some children, and adults, may have an increased risk of abuse due to specific circumstances including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will ensure staff receive appropriate information and support to meet the needs of the whole school community:

7. DEALING WITH A DISCLOSURE

Where a pupil actually discloses that he/she has been abused, the following guidelines must be followed:

LISTEN

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality. Inform the child that you are happy to talk to them but, if they tell you anything which you believe may be putting them at harm; you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

RESPOND

- If you need to clarify information ask open-ended questions e.g. *"Is there anything you'd like to tell me?"*, *"Can you explain to me..."*, *"Can you describe to me..."*
- **Never** ask leading or suggestive questions e.g. *'Did he/she do anything that they shouldn't have done?'*
- **Never** ask 'accusing' questions e.g. *"Why didn't you tell someone earlier?"*
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with.
- **Never** ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information.
- These four factors may compromise enquiries that need to be made later by children's social care or police.

SUPPORT

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD

- Make notes as soon as possible afterwards using the appropriate record of concern with the words that the child has used
- Do not record your assumptions and interpretations, just what you heard and observed.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write an account or sign any documentation or take any pictures of potential injuries as this may compromise enquiries undertaken by children's social care or the police.

SPEAK

- Immediately inform the DSL, or in their absence the Deputy DSL, for child protection who will take responsibility for following the appropriate procedures. To consult with your DSL does not mean a referral has been made. This decision will remain with the DSL who will contact the appropriate agency if and when required in line with the Multi-Agency Threshold Document. If the DSL (or their deputy) is unavailable or you are unhappy about the response you receive, contact the Multi Agency Safeguarding Hub Early Help Desk on 0845 351 0131 or the Local Community Operating Group (insert number) where you will be able to speak to a qualified social worker.

Anybody can make a referral if there are concerns that a child is at risk of significant harm. If their situation does not appear to be improving, the staff member with concerns should press for re-consideration of the situation with the DSL. Concerns should always lead to help for the child at some point.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

8. MAKING A REFERRAL

A referral involves sharing information in line with the [Multi Agency Threshold Document](#) to either the Early Help Team, with the consent of the parents/carers, children's social care or the police in matters of immediate risk.

Emergency Response

If a child is at imminent risk of significant harm/immediate danger you should consider calling 999 in the first instance (for police or ambulance) and contacting children's social care by telephoning Sandwell's contact centre on 0845 351 0131. You will be expected to complete a Multi Agency Referral Form (MARF) without delay.

Non-Emergency Response

If you believe that the risk is significant and is a child protection issue but the child is in no immediate danger you must complete a MARF as soon as possible and within a maximum of 24 hours. Send the MARF on completion via secure email to access_team@sandwell.gcsx.gov.uk

If the DSL (or their deputy) is unavailable or you are unhappy about the response you receive from your DSL, contact the Multi Agency Safeguarding Hub Early Help Desk on 0845 351 0131 or the local Community Operating Group (insert number) where you will be able to speak to a qualified social worker.

Anybody can make a referral if there are concerns that a child is at risk of significant harm. If their situation does not appear to be improving, the staff member with concerns should press for re-consideration of the situation with the DSL. Concerns should always lead to help for the child at some point.

Parents/carers should be informed if a referral is being made except in the circumstances outlined in [communication with parents](#).

However, inability to inform parents for any reason should not prevent a referral being made to children's social care via the Contact Centre if you believe the child is at risk of harm. It would then become a joint decision with Children's Social Care about how and when the parents should be approached and by whom.

If low level multi-agency support is required for a child and/or their family, the DSL will, with consent of the parent/carer, submit an Early Help Assessment to enable a team around the family plan to be initiated. This will be targeted multi-agency support to help the family resolve any identified concerns.

If the concerns are more complex and require statutory intervention, then the DSL will refer the matter to children's social care via the Contact Centre service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at [Appendix C](#) detailing the referral procedure.

How to make a referral

- **Early Help** – submit an Early Help assessment via the ECAF system with the consent of the parent/carer to access multi-agency support via a Team around the Family (TAF))
- **Social Care** – submit a **Multi-Agency Referral Form (MARF)** unless it is an emergency (see above) via secure email `aces_team@sandwell.gcsx.gov.uk` where consideration will be given to the referral via the MASH screening process.

Accurately record the action agreed following the referral, including if no further action is to be taken and the reasons for this decision, noting with whom discussions were held and who made the decisions on the appropriate school form.

9. COMMUNICATION WITH PARENTS

The school will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;
- Place a vulnerable adult at risk of harm; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

In these situations, the school will always seek advice from children's social care. The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

In situations where it is unclear whether information should be discussed with parents, the DSL will seek advice from the local Community Operating Group or Multi Agency Safeguarding Hub Early Help Desk where they will be able to seek advice from a qualified social worker.

10. Sharing Information and Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff and volunteers, have a responsibility to share concerns about the welfare of a child or young person with the DSL or, in situations where the concern is not school based, other professionals, particularly children's social care and the police.
- If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the school's confidentiality policy and other relevant policies e.g. the Safeguarding and Child Protection Policy, [SSCB inter-agency procedures](#).
- Child protection information will be stored and handled in line with Data Protection Act 1998 principles.

Safeguarding files will be stored in a locked facility and any electronic information will be password protected and only made available to those individuals who are authorised to have access. Every effort will be made to prevent unauthorised access

Any sensitive information held by the school will not be held on laptop computers. If it is necessary to store child protection information on moveable devices, such as memory stick, they will be encrypted and stored securely.

Any child welfare concerns will be stored in a safeguarding file separately from the pupil's school file. An identifying mark will be placed on the main pupil file if a safeguarding file exists to ensure that all information follows the child should they leave the school.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they must refer the request to the head teacher or DSL. They will not be able to deal with the request themselves.

The Data Protection Act does not prevent school staff from sharing information with relevant

agencies, where that information may help to protect a child. The education guidance “Keeping Children Safe in Education” 2014 clearly states that anyone can make a referral to children’s social care when they are concerned that a child is at risk of harm. The school’s policy on confidentiality and information-sharing is available to parents and pupils on request.

11. SPECIFIC SAFEGUARDING CIRCUMSTANCES

The nature of work undertaken by schools means that there will be other circumstances when the welfare of children, young people and the wider school community needs to be taken in to consideration. These include:

- **Extended school and off-site arrangements-** Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site the school will undertake checks to ensure that they provide adequate safeguarding arrangements.

When pupils attend off-site activities, including day and residential visits and work related activities, the school will ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children/young people and liaise with investigating agencies in the locality relevant to where the concern has taken place.

- **E-Safety:** As members of the whole school community are using electronic media more frequently we are aware that we need to keep everyone safe in the virtual world as well. Some people will use technologies to harm others whether by sending harmful or inappropriate messages or enticing others in to unsafe situations. The school have an e-safety policy and procedures, which is available on the school website, explains how we try to keep pupils and the wider school community safe. Any incidences of cyber bullying will be dealt with through the schools anti-bullying procedures.

We endeavour to support parents and carers to help keep their children safe whilst online or using social media. The school has an e-safety coordinator who can advise parents and carers on how to keep their children safe. The school’s staff code of conduct makes it clear about how staff use social media and electronic technologies to ensure that they, and children, are kept safe.

- **Bullying-** this can cause distress for children as well as adults. Serious incidents can have a profound and lasting effect on individuals. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and managed through the schools anti-bullying procedures. If the bullying is particularly serious, or actions taken to resolve a situation are ineffective, the head teacher and the DSL will consider involving other appropriate agencies and may implement safeguarding and child protection procedures if required.

- **Managing safeguarding allegations against other pupils** - we recognise that there may be situations where pupils will negatively affect the learning and wellbeing of others. In these circumstances, their behaviour will be dealt with under the school's behaviour Policy. Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature which may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. In all cases where possible safeguarding situations arise between pupils, the school will ensure that local procedures are followed as defined in Section 9 – Making A Referral. The police will be informed of any circumstances where a possible criminal offence has been committed and will ensure parents/ of all those involved are informed. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
- **Work Experience** - The school follows robust procedures to safeguard pupils undertaking work experience, including arrangements to make sure that those providing placements and supervising our pupil whilst on placement are appropriate individuals to do so in line with statutory safeguarding guidance. The schools work experience procedures are available on request.
- **Children Missing Education** - a child who begins to miss education without explanation is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions and follow local procedures if safeguarding concerns arise in line with Section 9 - Making a Referral
- **Child Sexual Exploitation** – relates to children and young people under 18 involved in exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities. It can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are commonly involved in exploitative relationships. Staff have been briefed on the indicators of possible sexual exploitation and will refer any concerns to the DSL immediately.
- **Forced Marriage and Honour Based Violence** - A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. In the UK it is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Honour based violence can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Staff have been briefed on the indicators of possible forced marriage and honour based violence and will refer any concerns to the DSL immediately

- **Female Genital Mutilation** - Female Genital Mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM however it is a dangerous practice and has been a criminal offence in the UK since 1985. There are no medical reasons to carry out FGM and it can cause severe and long-lasting damage to physical and emotional health. Staff have been briefed on the indicators of possible FGM and will refer any concerns to the DSL immediately.
- **Extremism and Radicalisation** - extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up but we recognise that, children and young people can be exposed to extremist influences or prejudiced views, particularly via the internet and other social media. We will endeavour to help pupils learn about different cultures and faiths (as directed by the Department for Education) and gain an understanding of the British values we share which are defined in the Governments 2011 Prevent Strategy as:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect
 - Tolerance of those of different faiths and beliefs

By providing a safe environment we will support young people to express their views but also appreciate the impact their views can have on others. We will encourage pupils to take responsibility for their actions and to understand that the use of violence to further any cause is intolerable. Staff have been briefed on the indicators of possible extremism and radicalisation and will refer any concerns to the DSL immediately

- **Supporting children to keep safe** – The school will endeavour to help children understand how to keep themselves safe through its curriculum and, in particular, through the schools Personal, Social, Health and Economic (PSHE) education, Sex and Relationship Education (SRE) and Spiritual, Moral, Social and Cultural (SMSC) Policy. We provide opportunities for children to think about risks they may encounter and, with support from staff, work out how those risks might be overcome. The aim is to empower children and help them conduct themselves in a safe manner. The school promotes an environment of respect for all and pupils are encouraged to speak to a member of staff in confidence about anything that is worrying them.

12. SCHOOL COMMUNITY SUPPORT

If children have been exposed to harm, it can have a profound and lasting effect on the individual and those supporting them. We will support the school community by:

- Ensuring all disclosures or concerns are taken seriously
- Keeping safeguarding and child protection records securely stored.
- Sharing information on a need-to-know basis only with relevant individuals and agencies
- Cooperating fully with statutory agencies as required.
- Nominating a central point of contact when safeguarding processes are implemented.
Where a member of staff is the subject of an allegation made by a pupil, an individual will be identified to liaise with the child and family to avoid any conflict of interest
- Responding to any request from pupils or staff for time out to deal with distress or anxiety in a sensitive and supportive manner
- Offering details of support both in and out of school as required
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures as required

Looked after children

The most common reason for children being placed in the care of the local authority is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care to ensure that their needs are met and maintained.

13. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation using the appropriate form utilised by the school
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour, and the words used by the child
- Record statements and observations rather than interpretations or assumptions
- Distinguish fact from opinion.

All records need to be given to the DSL before the end of the working day. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

Further details regarding record keeping are available via the Local Authority Guidelines for Safeguarding Record Keeping in Schools

14. SAFER RECRUITMENT

The school strives to employ 'safe' staff *by following the guidance issued in " Keeping Children Safe in Education" (2014) and guidance issued by the LA/LSCB along with the school's individual procedures.*

At least one member of each recruitment panel will have attended safer recruitment training to promote the welfare of our school community.

All applicants will be expected to:

- Complete an application form including their full employment history
- Provide two references, it is a given that at least one will comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications to undertake the role in school
- Be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role if offered employment
- Provide evidence of their right to work in the UK
- Be interviewed, if shortlisted.

Before commencing employment, the school will verify the mental and physical fitness of the candidate to carry out their work responsibilities which will, in turn, help to promote a safe learning environment for our children.

All staff members will be recorded on the schools single central record which is a document that is maintained to evidence the recruitments checks that the school has undertaken.

On appointment, all new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and supporting documents to maintain a safe learning environment.

This process will also help identify and additional training needs in regard to child protection and maintaining a safe learning environment.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked to work in our school in line with the requirements above.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

The school has a safe recruitment policy that is available on request.

Disqualification by Association

Where appropriate, the school will follow the guidance issued in the document "Keeping Children Safe in Education: Childcare Disqualification Requirements – Supplementary Advice" and any additional guidance issued by the LSCB.

15. ALLEGATIONS AGAINST STAFF

It needs to be acknowledged that those who are concerned about the conduct of a colleague are placed in a challenging situation. Although they may worry that they have misinterpreted a situation it must be remembered that the welfare of the child is paramount.

All concerns of poor practice or possible child abuse by colleagues should be reported to the DSL who will liaise with the head teacher. Complaints about the head teacher should be reported to DSL who will liaise with the chair of governors.

Staff may also report their concerns directly to the LADO, children's social care or the police if they believe direct reporting is necessary to secure action.

An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:

- Behaved in a way that has harmed or may have harmed a child;
- Possibly committed a criminal offence against, or related to, a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

In these circumstances, the allegation should be taken seriously and the head teacher/principal, who has the responsibility for managing allegations against persons in a position of trust in school, should be informed immediately.

It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with any one other than the head teacher.

As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the head teacher.

Under no circumstances should the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.

The head teacher/principal will not investigate the allegation them self, or take written or detailed statements, but will consult with the LADO (Local Authority Designated Officer).

If the head teacher/principal is implicated in the concerns, the Chair of Governors, or in their absence, the Vice Chair of Governors should be contacted. They will then liaise with the LADO.

The Chair of Governors in this school is:

NAME: Farooq Hussain

The Vice Chair in this school is:

NAME: Jane Rogers

The same process will be followed by the chair or vice chair of governors as that followed by the head teacher/principal.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#)'.

If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the DSL. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with [SSCB inter-Agency Procedures](#).

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The head teacher should, as soon as possible and after consulting with the Local Authority Designated Officer, inform the person against whom the allegation has been made of the concern.

Further information regarding Position of Trust issues can be found in the document "Allegations of Abuse Against Staff Policy"

16. COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the head teacher and governors. A copy of the complaints procedures is available on request.

17. STATUTORY SCHOOL POLICIES

A full list of statutory policies can be found at the [DfE](#). Note that none of these policies relate to safeguarding and child protection.

18. OTHER RECOMMENDED SAFE ENVIRONMENT POLICIES

Anti-bullying	PSHE curriculum
Drugs and substance misuse	Race, Disability and Equality Policy
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Recruitment and selection
First aid (including management of medical conditions, intimate care)	Physical Intervention
Management of allegations against staff	Whistle blowing

19. USEFUL TELEPHONE NUMBERS/WEBSITES

Sandwell Contact Centre (children's social care referrals) – 0121 569 3100
Sandwell Multi Agency Safeguarding Hub Early Help Desk – 0121 552 3625
Local Community Operating Group – (add number relevant to your area)
West Midlands Police – 0345 113 5000
Local Authority Designated Officer – 0121 569 4771

Locality Community Operating Groups

Tipton COG: Unity Walk Owen Street Tipton. DY4 8QL. 0121 569 7291

Wednesbury COG: Wednesbury Library, Walsall Street. WS10 9EH. 0121 569 7295

West Bromwich Central COG: West Bromwich Town Hall, High Street. B70 8DT. 0121 569 7293

West Bromwich North COG: West Bromwich Hall, High Street. B70 8DT. 0121 569 7292

Oldbury COG: Brandhall Library, Tame Road, Oldbury. B68 0JT. 0121 569 7295.

Rowley COG: Cradley Heath Library, Upper High Street, Cradley Heath. B64 5JU. 0121 569 7296

ILO UNCLASSIFIED

Smethwick COG – Hollies Family Centre, Smethwick. B67 7DW. 0121 569 7297.

<http://www.sandwellscb.gov.uk>

APPENDIX A INDICATORS OF HARM**Possible effects of abuse**

The sustained physical, emotional, sexual abuse or neglect of children can have major long-term effects on all aspects of their health, development and wellbeing. Children can grow up to feel worthless, unlovable, betrayed, powerless, confused, frightened and mistrustful of others. They might feel, wrongly, that the abuse is their fault.

Physical Abuse

Physical abuse 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.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or rough games.
- Injuries which have not received medical attention,
- Reluctance to change for, or participate in, games or swimming.
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation.
- The child gives inconsistent accounts for the cause of injuries.
- Frozen watchfulness.

Possible effects of physical abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

- It may involve conveying to children 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 the 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
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Possible effects of emotional abuse

If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Sexual Abuse

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,
- 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.

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem have all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

Neglect

Neglect is 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.

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions

- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Possible effects of neglect

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

APPENDIX B SAFER GUIDELINES

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, significant harm

Situation

- I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren't aware of the referral.

Assessment and actions

- I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered).
- Or: I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).
- An Early Help Assessment has/hasn't been completed/followed prior to this referral.
- The child is now (describe current condition and whereabouts).
- I have not been able to assess the child but I am concerned because ..
- I have (actions taken to make the child safe).

Family factors

- Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, child's developmental needs)
- Additional factors creating vulnerability are ...
- Although not enough to make this child safe now, the strengths in the family situation are ...

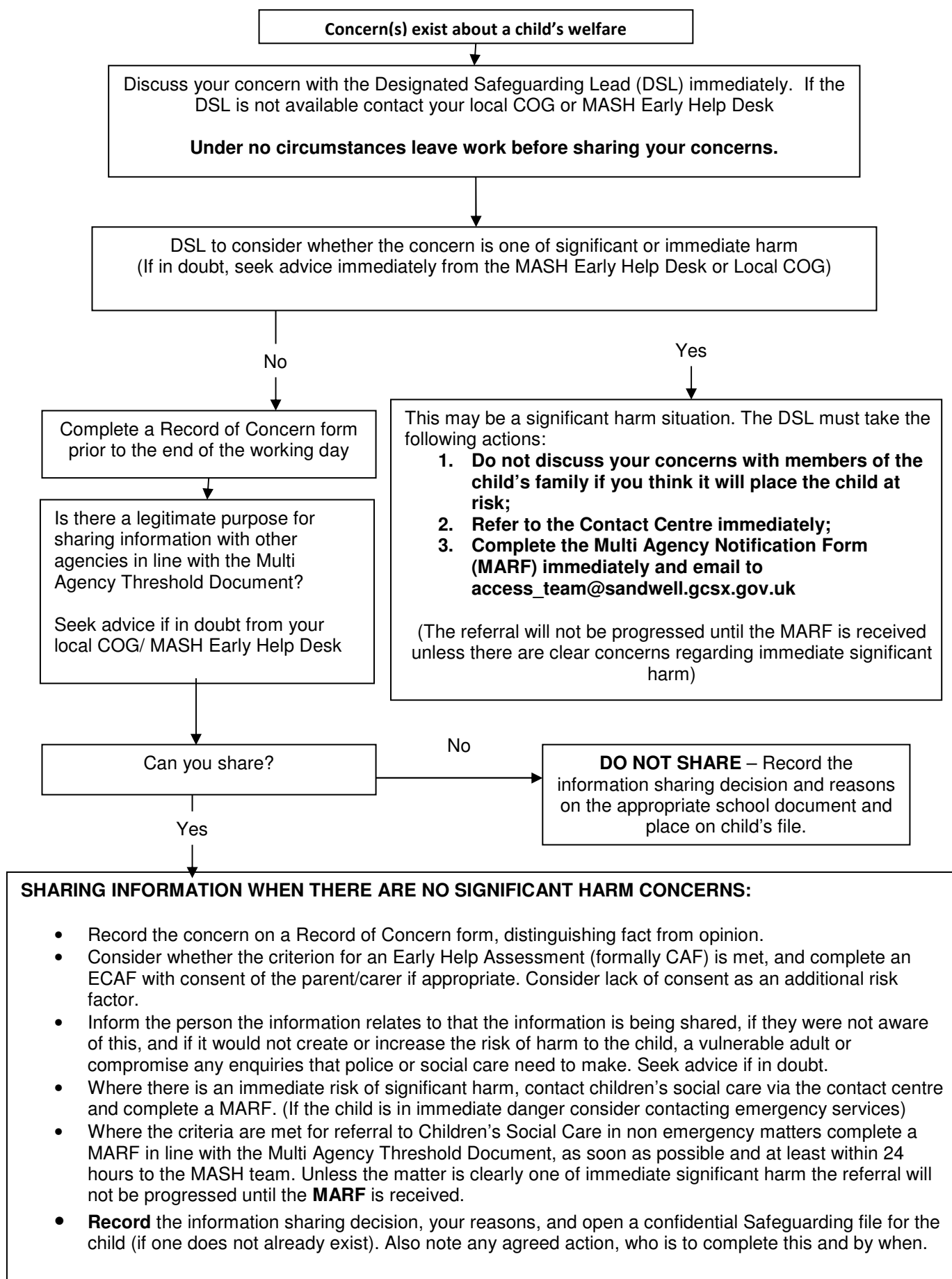
Expected response

- In line with "Keeping Children Safe in Education" 2014, "Working Together to Safeguard Children" 2013 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).
- Other recommendations.
- Ask: Do you need me to do anything now?

Referral and recording

- I will follow up with a written referral (MARF/Early Help Referral) and would appreciate it if you would get back to me as soon as you have decided your course of action.
- Exchange names and contact details with the person taking the referral.
- Now complete the MARF/Early Help Referral ensuring that it is sent within 24 hours and record details and time and outcomes of telephone referral.

Safeguarding and promoting children’s welfare Procedural Flowchart



Governors' role and responsibilities	
Role	<ul style="list-style-type: none"> • Promote the wellbeing and ensure the safeguarding of all pupils in school • Ensure the school carries out its legal and statutory duties, and observes national and local guidance • Provide leadership to ensure the development, implementation and regular review of the child protection policy • Ensure that policy and good practice is reflected in the school's safeguarding and child protection practice • A nominated Governor is appointed to be responsible in the event if an allegation of abuse being made against the head teacher. • Ensure that a member of the schools senior management team is appointed as a DSL. • Ensure that all staff, volunteers and governors receive regularly updated child protection training making sure their roles and responsibilities are clear. • Identify and remedy any weaknesses or deficiencies in safeguarding arrangements.
Policy development and implementation	<ul style="list-style-type: none"> • Through consultation with all stakeholders, develop a written policy regarding the safeguarding and child protection work of the school • Guide the head teacher and DSL in determining and implementing measures, based on the statement of principles, which promote good behaviour throughout the whole school community • Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, culture and any other local issues appropriate to the school context • Nominate a named governor with a particular brief to oversee the safeguarding and child protection work of the school • Make child protection a regular item at governor meetings • Publish and keep under annual review the child protection policy • Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences • Ensure the annual completion of data reports for SSCB • Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice • Provide leadership to ensure a consistent response to all incidents of child protection • Ensure the development and implementation of a complaints policy and procedures • Ensure the development and implementation of a safer recruitment policy and procedures • Ensure the development and implementation of an allegation against staff policy and procedures • Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to child protection.
Behaviour	<ul style="list-style-type: none"> • Provide an appropriate and consistent role model for all staff, pupils and the wider school community • Celebrate and share examples of good practice from the school among individual staff and pupils.

Head teachers and senior staff with key responsibilities (DSL)	
Role	<ul style="list-style-type: none"> • Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff; • Promote the wellbeing and ensure the safeguarding of all pupils in the school • Provide support for the governors through the development and implementation of an effective child protection policy; • Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors; • Ensure that the DSL is given appropriate time and support to carry out their role. • Ensure that they access appropriate training to understand their role and responsibilities in the child protection process. • Refer cases of actual or suspected abuse, including allegations against staff, in line with local procedures.
Policy development and implementation	<ul style="list-style-type: none"> • With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review the child protection policy and measures which promote a safe environment for all • Ensure the effective communication of the policy to all pupils, staff and stakeholders • Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos • Take action to prevent all forms of harm against children and their families • Ensure that the school's child protection policy and related practice is complied with consistently and effectively • Make sure that effective monitoring procedures are developed, operated and maintained • Ensure all staff (including support staff) receive regularly updated training to enable them to recognise and prevent all forms of abuse and ensure they are clear about their roles and responsibilities in preventing and responding to child protection. • Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies. • Develop and implement a system for recording incidents of child protection which staff know and use consistently • Ensure that appropriate support systems are in place to prevent and respond to child protection • Use partnerships and multi-agency approaches to prevent, and/or respond to, child protection which happens off-site • Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review of child protection policies • Ensure evidence of the impact of the child protection policy and practice is reflected in the SES
Behaviour	<ul style="list-style-type: none"> • Share examples of good practice with the wider multi-agency local community • Act as appropriate role models for all managers, staff, parents and pupils • Ensure stakeholder consultation and that their opinions and concerns are included in policy review as appropriate.

All teaching and support staff	
Role	<ul style="list-style-type: none"> • Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff • Promote the wellbeing and ensure the safeguarding of all pupils in school • Behave with respect and fairness to all pupils, carrying out the letter and spirit of the child protection policy.
Policy development and implementation	<ul style="list-style-type: none"> • Observe and implement the school’s child protection and practices including the contribution to the keeping of relevant records of incidents • Contribute to consultations and reviews of the child protection policy and practice • Develop and support curriculum opportunities to promote equalities and address child protection issues
Behaviour	<ul style="list-style-type: none"> • Provide a consistent response to incidents of child protection • Provide support to the victims of child abuse as required including making referrals and challenging practice if the welfare of children does not improve in individual cases. • Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to child protection concerns • Model positive attitudes and relationships • Promote the wellbeing of all pupils and take steps to ensure freedom from harm • Raise issues with line managers which could contribute to policy review and development

Pupils	
Behaviour	<ul style="list-style-type: none"> • Report any concerns about their welfare, or that of another, to a member of staff. • With the help of staff and parents/carers, create a safe environment within school where everyone feels confident to talk about concerns • Respond to requests for information, opinions and suggestions to help improve the child protection work of the school

Parents/carers	
Behaviour	<ul style="list-style-type: none"> • Demonstrate positive support for the school’s child protection policy. • Demonstrate appropriate behaviour at all times within the school grounds • Report to the school any concerns regarding the welfare of pupils where there are concerns that they may be at risk of harm. • Support work undertaken by the school to promote the safety of children. • Respond to requests from the school to provide feedback on the child protection policy and procedures