



CHILD PROTECTION AND SAFEGUARDING POLICY

This policy explains how we protect the children/pupils in our care, our prevention strategies, our procedures, how we support children/pupils/pupils at risk, training of staff, roles and responsibilities and specifics regarding FGM and Prevent

It is to be read in conjunction with the Mersey Primary Academy Safeguarding and Child Protection Policy which follows

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Important Safeguarding contacts for: Mersey Primary Academy

	Name, email and telephone number
Designated Safeguarding Lead (DSL)	Louise Milne milnel2@merseypa.org.uk 01482 327417
Child Protection Coordinator	Sherry Foster fosters@mersepa.org.uk 01482 327417
Deputy Designated Safeguarding staff	Josie Curran curranj2@merseypa.org.uk 01482 327417
Designated AAB Member	David Blain, and in his absence: Mrs Trudi Bartle
Local Authority Designated Officer (LADO)	Claire Winters 01482 790933
Assistant Director, Children/pupils Specialist Services	Ms. Alison Murphy alison.murphy@hullcc.gov.uk 01482 613232
Safeguarding Advisor (LA)	Suzanne Wilson Mobile: 07702 511877
EHaSH (Early Help and Safeguarding Hub Team)	01482 448879
Emergency Duty Team	01482 300304
Early Help Team/Hub	01482 448879
Prevent local contact	020 7340 7264
Local Police – PCSO link	101

DELTA ACADEMIES TRUST

CHILD PROTECTION AND SAFEGUARDING POLICY

THE DESIGNATED SENIOR MEMBER OF STAFF WITHIN THIS ACADEMY IS: Louise Milne. In the event of absence, Sherry Foster is available, as are Josie Curran and Leigh Gordon.

1. INTRODUCTION

1.1 Mersey Primary Academy fully recognises the contribution it makes to Child Protection and the safeguarding of all children/pupils. Ensuring risks to children/pupils at our Academy are minimised will enable them to achieve, be happy and safe. Every child deserves the chance to reach their full potential.

1.2 There are a number of main elements to our policy:

1.2.1 Prevention through the teaching and pastoral support offered to pupils/students;

1.2.2 Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with pupils/students, Academy staff are well placed to observe the outward signs of abuse;

1.2.3 Support for pupils/students who may have been abused;

1.2.4 Recording incidents, issues and concerns over time.

1.3 Our policy applies to all staff and volunteers working in the Academy. Notices around the Academy give contact details to enable the Academy community to report issues of concern.

2. PREVENTION

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The Academy will therefore seek to:

2.1.1 Establish and maintain an ethos where pupils/students feel secure and are encouraged to talk and are listened to;

2.1.2 Ensure children/pupils know that there are adults in the Academy whom they can approach if they are worried or in difficulty;

2.1.3 Include in the curriculum, activities and opportunities for PSHE which equip pupils/students with the skills they need to stay safe from abuse and to know who to turn to for help;

2.1.4 Include, in the curriculum material, which will help pupils/students develop realistic attitudes to the responsibilities of adult life.

3. PROCEDURES

3.1 We will follow the procedures set out in Interagency Procedures produced by the Hull Safeguarding Children/pupils Board (HSCB).

'Working Together to Safeguard Children/pupils July 2018'
Working_Together_to_Safeguard_Children-2018.pdf

'Keeping Children Safe in Education September 2018'

[Keeping Children Safe in Education - September 2018.pdf](#)

'What to do if You are Worried a Child is being Abused March 2015' (also available online at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf).

3.2 The Principal/Head of Academy will:

3.2.1 ensure it has a DSL who has undertaken the appropriate training, has their DSL role in their job description and is given appropriate time to conduct their duties as required;

3.2.2 recognise the role of the DSL and ensure supervision and ongoing training;

3.2.3 ensure every member of staff knows:

- the name of the designated person and deputies and his/her role;
- that they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels;
- they understand the signs and indicators of abuse and understand the role of Early Help in supporting children and families.

3.2.4 ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose abuse;

3.2.5 ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection;

3.2.6 ensure that pupils/students in the Academy know the name of the designated person and his/ her role;

3.2.7 provide training for all staff so that they know:

- their personal responsibility;
- the relevant parts of the HSCB procedures;
- the need to be vigilant in identifying cases of abuse;
- how to support a child who discloses abuse;

3.2.8 ensure all staff are given a copy of Part 1 of 'Keeping Children Safe in Education' September 2018 and will sign that they have read and understood it. Leaders and those with specific safeguarding roles are required to be familiar with the whole document. All adults must sign to say that they have read and understood the document. A record must be kept in the Academy. It is the role of senior leaders to regularly check that staff have a clear understanding of the document.

3.2.9 ensure all staff are given a copy of 'What to do if You are Worried a Child is being Abused' March 2015;

3.2.10 ensure all staff are asked annually to complete the Child Protection online Basic Awareness course and Prevent Duty Basic Awareness online course in addition to

receiving face to face training in their setting.

- 3.2.11 ensure all staff are given the Child Protection and Safeguarding Policy and E-Safety Policy and asked to sign to confirm they have read and understood them.
- 3.2.12 For pupils subject to a Child Protection Plan, in addition to normal procedures, the Academy must notify the named social worker if:
 - it should have to exclude a student either for a fixed term or permanently;
 - there is an unexplained absence (or the Academy are unhappy with the explanation received) of more than two days duration from Academy (or one day following a weekend).
- 3.2.13 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial case conferences core groups and child protection meetings;
- 3.2.14 keep written records of concerns about pupils/students (noting the date, event and action taken) on CPOMS, even where there is no need to refer the matter to Children's Services immediately;
- 3.2.15 ensure all records are kept secure and in locked locations and in compliance with the Trust's Data Protection Policy;
- 3.2.16 adhere to the procedures set out in the HSCB Guidelines and Procedures and the Trust's policy on 'Dealing With Allegations against staff' for when an allegation is made against a member of staff;
- 3.2.17 ensure the criminal background of applicants for vacant posts are checked in accordance with DfE guidance in January 2007;
- 3.2.18 designate an Academy Advisory Body member for safeguarding who will review the implementation of the Academy's safeguarding policy and procedure (David Blain);
- 3.2.19 ensure all allegations and concerns against staff must be reported to the Local Authority Designated Officer (LADO) within the same working day. The LADO will then decide what action to take. Contact details and referral pathway are detailed on the HSCB website and are referred to here for your reference: <http://www.hullcc.gov.uk>

Safeguarding advisor : Suzanne Wilson 07702 511877 (swilson@hcat.org.uk)

LADO Contact Details

- Claire Winters - 01482 790933

Where appropriate, a referral should be sent to the LADO.

4. SUPPORTING PUPILS/STUDENTS AT RISK

- 4.1 We recognise that pupils/students who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.
- 4.2 The Academy will endeavour to support the pupil/student through:
 - 4.2.1 the content of the curriculum to encourage self-esteem and self-motivation;
 - 4.2.2 the Academy ethos, which promotes a positive, supportive and secure environment;
 - 4.2.3 the Behaviour Policy which is aimed at supporting all pupils though high expectations

and positive reinforcement;

4.2.4 liaison with other agencies who support the pupils/students;

4.2.5 keeping records and notifying Social Care as soon as there is a recurrence of a concern. We recognise that recording and reporting information play a central part in safeguarding and protecting the pupils/students and young people in our Academy. We will ensure through induction and staff training that all staff are aware of the need to record and report accurately and those records are up to date and complete. This will support us in recognising the cumulative significance of the information. Records will show that where concerns have been identified, a named individual has taken on responsibility for taking appropriate action.

4.3 When a new pupil arrives at the Academy, a communication will be sent to their previous school asking if the pupil is subject to a Child Protection Plan. When a pupil leaves, we will transfer information to the new school immediately and inform the named social worker. The LA has written guidance specifically to cover admissions and departures of all children/pupils, including those who may be on Child Protection Plans.

4.4 **Bullying**

Our policy on bullying is set out in the Anti-Bullying Policy, which is reviewed on a two yearly cycle by the Academy Advisory Body.

4.5 **Physical Intervention**

We recognise that there are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to incidents involving children with SEN or disabilities we recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 201036 in relation to making reasonable adjustments, non-discrimination as part of our Public Sector Equality Duty.

4.6 Further Guidance on physical intervention forms part of the academy Positive Handling Policy.

4.7 **Confidentiality**

4.7.1 We recognise that matters related to safeguarding may be of a confidential nature.

4.7.2 All staff must be aware that they have a professional responsibility to share information with other relevant agencies in order to safeguard children/pupils.

4.7.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

4.7.4 We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

4.7.5 The Principal/Head of Academy or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

4.8 Induction

- 4.8.1 All newly appointed staff receive induction and training in safeguarding and child protection and are also asked to complete the Trust online training course and Prevent Duty online awareness course.
- 4.8.2 All staff will sign, on induction, a confirmation that they have read and understood their role in respect of safeguarding.
- 4.8.3 The programme of induction must include:
 - 4.8.3.1 a full explanation of their role and responsibilities and the standard of conduct and behaviour expected; the Behaviour Policy;
 - 4.8.3.2 a full explanation of the Trust's HR procedures relating to disciplinary issues;
 - 4.8.3.3 information about the Trust's complaints, conflict resolution and whistle-blowing policies;
 - 4.8.3.4 information about safe practice and the arrangements in place to support staff in their work;
 - 4.8.3.5 an introduction to the Academy's child protection policies and procedures; The Child Protection Policy;
 - 4.8.3.6 an introduction to the role and an understanding of the current priorities for the Local Safeguarding Children's Board (LSCB);
 - 4.8.3.7 an introduction to the Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and an explanation of their roles;
 - 4.8.3.8 child protection training at a level appropriate to the member of staff's contact with children/pupils (as required by the LSCB);
 - 4.8.3.9 a full explanation of who the staff member is accountable to in relation to the safeguarding of children/pupils and young people;
 - 4.8.3.10 understanding of the Safeguarding Policy and staff code of conduct;
 - 4.8.3.11 The eSafety Policy;
 - 4.8.3.12 the safeguarding response to children who go missing from education.

Please see Trust Induction Policy, e Safety Policy.

4.9 Supporting Staff

- 4.9.1 We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 4.9.2 In accordance with the Trust Supervision policy, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

4.10 Allegations Against Staff

- 4.10.1 All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual pupils/students or

parents to be conducted in view of other adults, where possible.

- 4.10.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- 4.10.3 We understand that a pupil/student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with pupils/students, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.
- 4.10.4 The Principal on all such occasions must discuss the content of the allegation with the LADO at the earliest opportunity.
- 4.10.5 If the allegation made to a member of staff concerns the Principal/Head of Academy, the person receiving the allegation will immediately inform the Trust who will consult as above, without notifying the Principal/Head of Academy.
- 4.10.6 The Academy will follow the Trust procedures for dealing with allegations against staff.

4.11 **Whistle-blowing**

- 4.11.1 All staff should be aware of their duty to raise concerns, where they exist, about safeguarding, which may include the attitude or actions of colleagues.
- 4.11.2 Whistleblowing regarding the Principal/Head of Academy should be made to the Trust. Contact details can be found on all staff and visitor id badges.
- 4.11.3 If the individual still has concerns about the safety or welfare of the child, they should follow the process described in the Safeguarding Policy and follow the Four R's process, details of which can be found on the back of all staff identity badges, and are included below.
- 4.11.4 For the avoidance of doubt the Four R process requires the following:

R – refer to Designated Safeguarding Lead

R – request an update of action from Designated Safeguarding Lead

R - if concerns remain report concerns to the following: email safeguarding@deltatrust.org.uk or telephone a member of the Trust Executive Leadership Team

R – ring social care (contact details can be found in the Safeguarding Policy or on the Local Authority website).

Please see the Trust whistleblowing policy.

4.12 **Racist Incidents**

Our policy on racist incidents is in line with the Local Children's Safeguarding Board. We record all racist incidents on CPOMS.

4.13 **Radicalisation and Extremism**

The Academy works within the guidelines outlined in the Prevent Strategy and Keeping Children Safe in Education. Through the use of CPOMS, data analysis allows us to track the impact of the

PREVENT strategy.

4.14 **Response**

4.14.1 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Principal/ Head of Academy and the DSL. They should then follow normal safeguarding procedures. If the matter is urgent, then Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264). A dedicated email address has also been set up for staff to raise concerns counter.extremism@education.gov.uk.

4.15 **Female Genital Mutilation (FGM)**

4.15.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

4.15.2 The duty applies to all persons in the Academy who are employed or engaged to carry out 'teaching work' in the Academy, whether or not they have Qualified Teacher Status. Please refer to the Home Office and DfE procedural information, for full details <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

4.15.3 If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

4.15.4 The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made immediately.

4.15.5 Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.

4.15.6 There are no circumstances in which a teacher or other member of staff should examine a girl.

4.16 **Child Sexual Exploitation (CSE)**

4.16.1 CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

4.16.2 Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;

- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

4.16.3 Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

4.16.4 The Academy will endeavour to support the pupil/student through:

- The content of the curriculum which promotes respect for others and the values and principles of the school;
- Targeted assemblies and PSHE work to year groups and forms to respond to identified needs within the Academy;
- The pastoral team will support individual students, listen to their concerns and refer concerns to the designated safeguarding lead;
- Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

4.17 **Peer on Peer Bullying and Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse and that all children are capable of abusing their peers. This is most likely to include, but may not be limited to:

- 4.17.1 bullying (including cyber bullying);
- 4.17.2 Physical abuse such as hitting ,kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- 4.17.3 sexual violence and sexual harassment;
- 4.17.4 sexting (also known as youth produced sexual imagery);
- 4.17.5 initiation/hazing type violence and rituals; and
- 4.17.6 gender based violence/sexual assaults and sexting.

The academy recognizes the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. This behaviour will not be tolerated or passed off as 'banter', 'just having a laugh or 'part of growing up.

The Academy will endeavour to support the pupil/student through:

- 4.17.7 the content of the curriculum which promotes cohesion, respect for others and the values and principles of the school;
- 4.17.8 the Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;
- 4.17.9 The pastoral team will support individual students, listen to and investigate their concerns and refer concerns to the designated safeguarding lead;
- 4.17.10 Perpetrators, victims and children affected by this abuse will be identified promptly, incidents recorded on CPOMS and will receive appropriate support from experienced staff;
- 4.17.11 Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.
- 4.17.12 Mersey Primary Academy will follow statutory guidance as per [Keeping Children Safe in Education - September 2018.pdf](#)

4.18 **Prevention**

- 4.18.1 We recognise that the Academy plays a significant part in the prevention of harm to our children/pupils by providing children/pupils with good lines of communication with trusted adults and appropriate education.
- 4.18.2 The Academy will therefore:
 - 4.18.2.1 work to establish and maintain an ethos where children/pupils feel secure and are encouraged to talk and are listened to;
 - 4.18.2.2 include regular consultation with children/pupils e.g. regular activities that reflect pupil voice;
 - 4.18.2.3 ensure that all children/pupils know who the designated safeguarding officer is;
 - 4.18.2.4 include safeguarding across the curriculum, including PSHE, opportunities which equip children/pupils with the skills they need to stay safe from harm;
 - 4.18.2.5 ensure all staff are aware of Academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks;
 - 4.18.2.6 provide on- going training to staff to ensure they have the skills to recognise and support children. (Keeping Children Safe in Education Part 1 contains further information about specific forms of abuse and safeguarding issues) [Keeping children safe in education part 1 Sept 2018.pdf](#)

4.19 **Children Missing from Education (CME)**

- 4.19.1 Mersey Primary Academy monitors the attendance of children through their registers.

- 4.19.2 When a child is absent from school the academy will make contact with the parent, relatives and neighbours using known contact details.
- 4.19.3 We will hold where possible, more than one emergency contact number for pupils.
- 4.19.4 Early intervention may be required to identify reasons for absence and to identify any safeguarding risks.
- 4.19.5 When the whereabouts of a child is unknown, we will make all reasonable enquiries to establish the whereabouts of the child.

Referrals to external agencies may be made as required to access additional support
[Children Missing Education - statutory guidance.pdf](#)

5. **ALTERNATIVE PROVISION**

5.1 Where a pupil is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Mersey Primary Academy will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

5.2 **Monitoring and Evaluation**

Our Safeguarding policies and procedures will be scrutinised for impact by:

- SLT
- Pupil voice
- Scrutiny of data
- Scrutiny of risk assessments
- AAB
- Logs of incidents (CPOMS)
- Parent voice

6. **THE ROLE OF THE AAB**

6.1 The AAB understands that their role is not to deal with individual cases.

6.2 The AAB will ensure that:

- 6.2.1 the Academy has appropriate safeguarding policy and procedures in place that are in accordance with Local Authority guidance;
- 6.2.2 the Academy reviews policies and procedures on an annual basis.

6.3 The Principal/ Head of Academy will ensure that:

- 6.3.1 the Academy operates safer recruitment procedures and that all appropriate checks are carried out on staff and volunteers who work with children/pupils;
- 6.3.2 the Academy has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA;
- 6.3.3 a senior member of the Academy Leadership Team is appropriately trained in the role of designated safeguarding lead;
- 6.3.4 the designated person undertakes training in inter-agency working that is provided by,

or to standards agreed by, the LSCB and has appropriate refresher training to keep knowledge and skills up to date;

- 6.3.5 all staff who work with children/pupils, undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively.

7. **RECRUITMENT**

- 7.1 The Academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- 7.2 The DSL's who are involved in recruitment and at least one member of the AAB will also complete Safer Recruitment training.

Please see the Trust Safer Recruitment Policy.

8. **VISITORS TO THE ACADEMY**

- 8.1 Visitors to the Academy site must all sign in at the Academy Reception where they will then be given a Lanyard. There are posters displayed around the Academy and in Reception explaining the difference between Lanyards.

9. **REVIEW**

- 9.1 This policy will be reviewed annually, or when there are changes to relevant legislation.

APPENDIX 1 - LINKS TO OTHER POLICIES

This policy also links to policies on:

- Behaviour
- Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns/complaints
- Attendance
- Curriculum
- PSHE
- Teaching and Learning
- Supporting pupils with medical conditions
- Drug Education
- Sex and Relationships Education
- Positive Handling Policy
- E-Safety
- Safer Recruitment

Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- **Sexual violence and harassment between children in schools and colleges**
Sexual violence and sexual harassment between children in schools and colleges.pdf
- **UKCCIS sexting**

DFE Working together to safeguard Children [Working Together to Safeguard Children-2018.pdf](#)

DFE – Keeping Children/pupils Safe in Education
[Keeping Children Safe in Education - September 2018.pdf](#)

DFE – Prevent Duty June 2015
[prevent-duty-departmental-advice-v6.pdf](#)

DFE – What to Do if You're worried a Child is being abused March 2015
[What to do if you re worried a child is being abused.pdf](#)

APPENDIX 2 - GUIDANCE ON RECOGNISING SUSPECTED ABUSE

Child abuse is a term used to describe ways in which children/pupils are harmed by someone often in a position of power. It is not our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report them to the appropriate party. The health, safety and protection of a child are paramount.

PHYSICAL ABUSE

Physical abuse could include any form of physical harm to a child.

EMOTIONAL ABUSE

This is the emotional ill treatment of a child such as to cause adverse effects on a child's emotional development.

It can include:

- conveying to a child that they are worthless or unloved
- placing inappropriate age-related expectations on children/pupils
- making children/pupils feel frightened or in danger

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They can include non-contact activities or encouraging children/pupils to behave in sexually inappropriate ways.

NEGLECT

Neglect is also a form of abuse. It is the failure to meet a child's basic physical and/or psychological needs and may affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time.

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the key stage leader and/or Principal/ Head of Academy.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated senior person for child protection.

CHILDREN MISSING FROM EDUCATION

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and criminal exploitation.

Further important additional information about specific forms of abuse and safeguarding issues is contained in Annex A : Keeping Children Safe in Education. School and college leaders and those staff who work directly with children should read this annex:

[Keeping Children Safe in Education - September 2018.pdf](#)

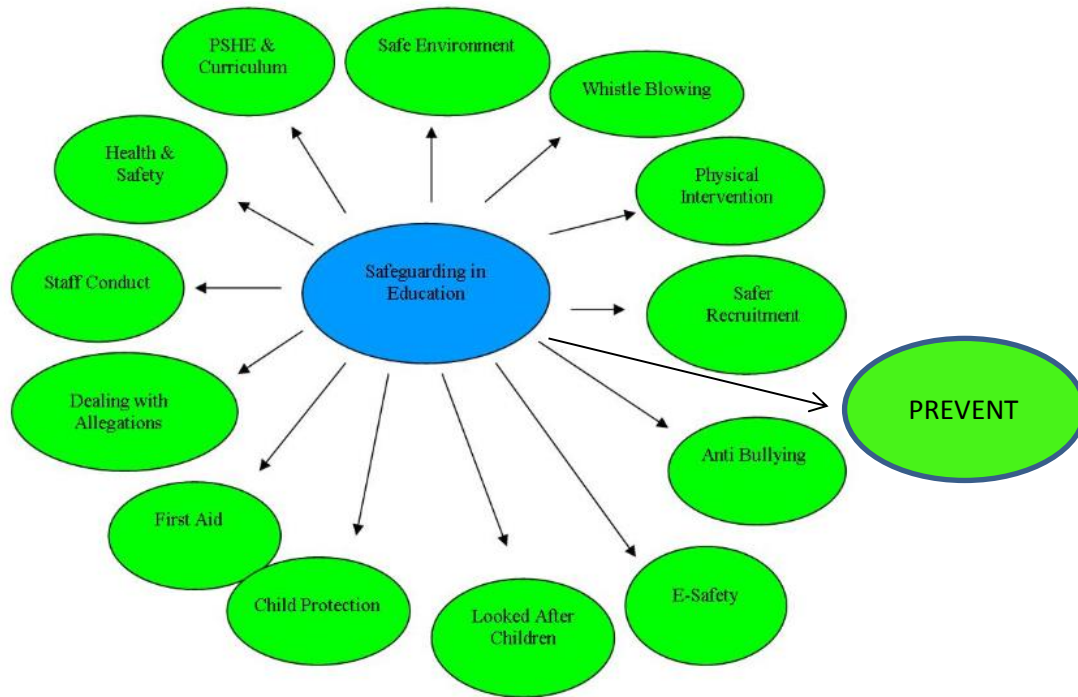


Mersey Primary Academy Policy Document



POLICY TITLE	Safeguarding and Child Protection Policy
RESPONSIBLE COMMITTEE	Federated EAB
RATIONALE	<p>Mersey Primary Academy has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.</p> <p>This policy is to be read and adhered to in conjunction with the Delta Child Protection and Safeguarding Policy</p>
Contents	<ol style="list-style-type: none"> 1. Preface 2. Statement of Intent 3. National & Local Guidance 4. Safeguarding & Promoting Welfare & Child Protection. <ol style="list-style-type: none"> 4.1 Safeguarding & Promoting the Welfare of Children defined 4.2 Child Protection 4.3 Children in Need 4.4 Significant Harm 5. What is Abuse & Neglect? <ul style="list-style-type: none"> - Physical Abuse - Sexual Abuse - Emotional Abuse - Neglect - FGM - CSE - Substance Misuse - Mental Health - Domestic Abuse - Bullying - Children Missing in Education - SEND - Honour Based Abuse - Peer on Peer Abuse 6. Recognition of harm 7. Radicalisation Procedures and Monitoring 8. The Role of the Child Protection Co-ordinator 9. Seeking Consent for a Referral 10. Reporting Concerns or Allegations of Abuse 11. Managing Disclosures of Abuse 12. Making a Referral 13. Allegations Against Staff Members / Volunteers 14. Seeking Medical Attention 15. Staff & Volunteer Self Protection 16. Code of Practice 17. Who Abuses Children? Including Recruitment & Selection 18. Whistleblowing 19. Monitoring and Evaluation 20. Contacts <p>Appendix 1: Mersey Statement to Parents Appendix 2: Mersey Primary Academy Child Protection and Safeguarding Procedure Flow Chart Appendix 3: Mersey Primary Academy Welfare Log Appendix 4: Mersey Primary Academy Disclosures of Abuse (Yellow Paper) Appendix 5: HSCB Preparing to Discuss Concerns about a Child with Children's Social Care Appendix 6: HSCB Seven Golden Rules of Information Sharing Appendix 7: HSCB Considerations When Contacting Another Agency / Service Appendix 8: Mersey Female Genital Mutilation Appendix to Child Protection Policy</p>

1.
Preface



Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- A co-ordinated approach: safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

(Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children-HM Government July 2018).

2 Statement of Intent

Mersey Primary Academy recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children’s social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

Mersey Primary Academy has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Mersey Primary Academy will aim to protect and safeguard children and young people by;

- Ensuring that all staff / volunteers are carefully selected, trained and supervised following the academy’s Recruitment Policy
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. The policy will be reviewed annually.
- Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure through reminders of procedures at the start of each Autumn Term.
- Ensuring that staff / volunteers attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training. A record of training attended by staff is maintained by the Child Protection Co-ordinator.
- Ensuring that Mersey Primary Academy has a designated Child Protection Co-ordinator and that all staff and volunteers are aware of the named person and process of reporting concerns to them.
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about. Notices in the Reception area, on noticeboards and on the academy website inform parents of the relevant personnel to contact if or when concerns arise. In the Autumn term, the academy’s commitment to protection of children is circulated to all parents (Appendix 1).
- Giving children, young people, parents and carers information about what Mersey Primary Academy does and what you can expect

	<ul style="list-style-type: none"> Safeguarding is an integral part of the curriculum at Mersey Primary Academy, with children being taught how to keep themselves safe through practical measures as well as through addressing issues of self-esteem and self-image. The 5 'Rs' of Safeguarding are embedded throughout the academy as both a learning tool and as a means of conducting oneself (Recognise, Respond, Report, Record, Refer).
<p>3. National and Local Guidance</p>	<p>This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures. In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming in to contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004). Where private or voluntary organisations come in to contact with or offer services to children they should as a matter of good practice take account of this guidance and follow it as far as possible.</p> <p>The following national guidance should also be referred to.</p> <ul style="list-style-type: none"> The Children Act 1989 Human Rights Act 1998 The Protection of Children Act 1999 Criminal Justice & Court Services Act 2000 The Sexual Offences Act 2003 The Children Act 2004 Safeguarding Vulnerable Groups Act 2006 Education Act 2011 (Section 157 and 175) What To Do If You're Worried A Child Is Being Abused: Advice for Practitioners (HM Government March 2015) Information Sharing Guidance (7 Golden Rules) March 2015 Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote The Welfare Of Children (HM Government July 2018). The Prevent Duty June 2015 Multi-Agency Statutory Guidance on FGM, April 2016 Keeping Children Safe in Education, September 2018 Children Missing in Education, September 2016 DfE Preventing and Tackling Bullying 2017 <p>In addition, the following academy-based policies and guidance should be referred to:</p> <ul style="list-style-type: none"> Health & Safety Policy, Risk Assessments Safer Recruiting - Staff / Volunteers Disciplinary, Grievance and Capability Policy Codes of Conduct Equality & Diversity Policy Academy Behaviour Policy Anti Bullying Policy E-Safety Policy Supporting Children with Medical Needs Intimate Care Policy Positive Handling / Physical Intervention Policy Whistle Blowing Policy
<p>4. Safeguarding & Promoting Welfare & Child Protection</p>	<p>4.1 Safeguarding and promoting the welfare of children is defined as:</p> <ul style="list-style-type: none"> protecting children from maltreatment. preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully. <p>At Mersey Primary Academy, it is recognised that a child's chances of being abused is reduced if the child has high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult. The academy will therefore aim to:</p> <ul style="list-style-type: none"> Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to Ensure that children know that there are adults in the academy who they can approach if they are worried or are in difficulty Establish and maintain effective working relationships with parents and colleagues from other agencies.

	<ul style="list-style-type: none"> • Safeguarding and safety issues, along with issues of self-esteem and confidence are addressed through the delivery of PSHE, SEAL and Restorative Practices throughout the academy, in order to develop self-esteem and confidence so that children are equipped with life skills they need to stay safe from abuse. The rolling programme of activities and themes aims to give children the skills to keep themselves safe and to make appropriate choices, through developing greater self-awareness. Issues of personal safety are addressed in all curriculum areas as they arise. • All visits and extra-curricular activities comply with risk assessments requirements and current advice over staff and other adults. • E-safety is addressed through an on-going focus throughout the academy upon safe practices when using the computers and the Internet, with advice given about safety precautions both at home and at the academy. <p>4.2 Child Protection</p> <p>Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. Effective child protection is essential to safeguard and promote the welfare of children. However all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced.</p> <p>Early Help</p> <p>At Mersey Primary Academy we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging problems. Information is shared with other professionals to support early identification and assessment such as: Universal Help Surgeries and then signposting families to relevant agencies to support their needs. If necessary, the Family Star procedure will be used. The child/young person/parent or carer must agree and give written consent to the Family Star as it is entirely voluntary. Additional consent must be obtained on completion of the assessment in regard to the sharing of information within it. Obtaining explicit consent is good practice and written consent is preferable as it reduces the scope for subsequent dispute. The approach to securing consent should be transparent and respect the individual.</p> <p>4.3 Children in Need</p> <p>Children who are defined as ‘in need’, under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability.</p> <p>4.4 Significant Harm</p> <p>Some children are in need because they are suffering or likely to suffer significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.</p>
<p>5.</p> <p>What is Abuse and Neglect?</p>	<p>Abuse and neglect are forms of maltreatment of a child or young person. Child refers to anyone under the age of 18. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.</p> <ul style="list-style-type: none"> • 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. • 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 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 cyber-bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p> <ul style="list-style-type: none"> • 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 abuse, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may 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:**
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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **FEMALE GENITAL MUTILATION:**
FGM comprises of all procedures involving partial or total removal of the external female genital or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long lasting harmful consequences. Mandatory reporting for FGM commenced on 31st 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 along with regulated health and social care professional in England and Wales, to report to the police where they discover either thought disclosure by the victim or visual evidence that FGM appears to have been carried out on a girl under 18.
- For additional information see section 10 and appendix 9 for FGM policy
- **CHILD SEXUAL EXPLOITATION:** Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs. Sexual exploitation of children and young people under 18 involves 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 them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without 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, abuse, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care EHASH team.

Significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving a vehicle driven by an unknown adult
- Possessing unexplained amounts of money, expensive clothes, or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the internet and mobile technology and,
- Having unexplained contact with hotels, taxi companies, and fast food outlets
- Refer to HSCB guidance for practitioners
- **SUBSTANCE MISUSE:**
The potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
- **MENTAL HEALTH:**
Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer

protection. Where mental illness is accompanied by problem alcohol use, domestic abuse or associated with poverty and social isolation, children are particularly vulnerable.

- **DOMESTIC ABUSE:**

Children and young people can suffer directly and indirectly if they live in a household where there is domestic abuse. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing abuse in the home. Domestic abuse has an impact in a number of ways:

- It can pose a threat to the physical well-being of an unborn child, if a mother is kicked or punched.
- Children may suffer injuries as a result of being caught up in violent episodes.
- Children become distressed by witnessing the physical and emotional suffering of a parent.
- The physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children.
- The impact of domestic abuse is exacerbated when the abuse is combined with problematic alcohol or drug use.
- People working with children should also be alert to the frequent inter-relationship between domestic abuse and the abuse and neglect of children.
- The academy is part of the Operation Encompass Project in partnership with Humberside Police, which aims to support children who are affected by domestic abuse. Operation Encompass is a partnership between the Police and designated school staff, known as Key Adults. Working together to safeguard children, the Police will inform the Key Adults within schools, about any incident where the child or young person has been present or exposed to domestic abuse. The information shared with the school's trained Key Adult allows the provision of immediate early intervention through overt or silent support, dependent upon the needs and wishes of the child. (Wording taken direct from 'In every Force, in every school, for every child Background', Information 2017). As a result of a domestic incident, the Designated Safeguarding Lead for the academy will receive via email a notification that there has been a domestic incident that the police have attended. This email is received at the start of the academy day and they will inform the staff who will have contact with the child that day. This process does not take the place of the usual Safeguarding processes. This is simply a notification to enable the academy to monitor the child's behaviour and react accordingly. In cases where the incident reaches the thresholds regarding Safeguarding a referral will be sent to the academy as per the Safeguarding process. The staff should not approach the child or the parent to discuss the incident. However there may be a disclosure from the child and this should be dealt with via the usual Safeguarding processes.

- **BULLYING:**

This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying can be underestimated. It can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. There is also Online/Cyber-bullying which is bullying through information and communication technologies; mediums such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging – and the latest trend – social networking websites such as Twitter, Snap Chat, Instagram, Vines and Facebook. Online/Cyber-bullying is where technology is used to harass, threaten, embarrass, or target another person. (For further information, see Mersey Primary Academy E-Safety policy.)

- **CHILDREN MISSING IN EDUCATION:**

(CME) - Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Mersey Primary Academy we will encourage the full attendance of all our children/pupils. Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to identify the child's whereabouts. The child will not be removed from our academy roll until notified by the CME officer that it is appropriate to do so. (Ref: Attendance policy and Local Authority CME protocols)

- **SPECIAL EDUCATIONAL NEEDS & DISABILITY:**

(SEND) - We are an inclusive academy and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children. We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them. Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern. We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

	<ul style="list-style-type: none"> • HONOUR BASED ABUSE: (HBA) - Honour Based Abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or culture. At Mersey Primary Academy we take HBV crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm. • PEER ON PEER ABUSE: Allegations against other children/pupils (peer on peer abuse) It is recognised that children can be harmed by other children. A pupil against whom an allegation of abuse has been made may be fixed term excluded from the academy pending an investigation and the academy Behaviour Policy may apply. The academy will take advice from Children’s Social Care and/or the police on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all children/pupils involved, in line with the Local Safeguarding Children’s Board’s procedures. Peer on peer abuse can include: all forms of bullying, being coerced into sending sexual images (sexting), physical or sexual assaults, child sexual exploitation or teenage relationship abuse. At Mersey Primary Academy we do our utmost to ensure that children and young people are protected from harm and will educate children/pupils on how to build resilience. Our staff receive regular training to help equip them with the tools to recognise different form of peer abuse, and the mechanisms for responding and reporting incidents This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff / volunteers / child protection co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines & Procedures.
6. Recognition of harm	<p>The harm or possible harm of a child may come to your attention in a number of possible ways;</p> <ol style="list-style-type: none"> 1. Information given by the child, his/ her friends, a family member or close associate. 2. The child’s behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve ‘acting out’ a harmful situation in play. 3. An injury which arouses suspicion because; <ul style="list-style-type: none"> • It does not make sense when compared with the explanation given. • The explanations differ depending on who is giving them (e.g. differing explanations from the parent / carer and child). • The child appears anxious and evasive when asked about the injury. 4. Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers. 5. Contact with individuals who pose a ‘risk to children’, relates to an individual that that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person’s Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children. 6. The parent’s behaviour before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, previous children removed from their carers.
7. Radicalisation Procedures and Monitoring	<p>From 1st July 2015 specified authorities including all schools as defined in the summary guidance (Keeping children Safe in Education 2018), are subject to a duty under section 26 of the Counter Terrorism and Security act 2015 in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.</p> <p>Radicalisation - It is important to be constantly vigilant and remain fully informed about the issues which affect the local and wider region. Staff are reminded to suspend any professional disbelief that instances of radicalisation ‘could not happen here’ and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding Co-ordinator).</p> <p>At Mersey Primary Academy we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths in cultures.</p> <p>Staff are trained in ‘Prevent’ and regular monitoring and filtering is in place to ensure that access to inappropriate material on the internet and key word reporting is in place to ensure safety for all staff and children/pupils.</p> <p>Staff follow local safeguarding procedures for ‘PREVENT’ and contact Humberside Police on 101 in the first instance.</p>
8. The Role of the Child Protection Co-ordinator	<p>Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the designated Child Protection Co-ordinator.</p> <p>The Child Protection Co-ordinator is responsible for:</p>

	<ul style="list-style-type: none"> Monitoring and recording concerns about the well-being of a child or young person, using specified Welfare Log (Appendix 3) Disclosure of Abuse Log (Appendix 4) Making referral to the Local Authority Children’s Services Liaising with other agencies, including ensuring Mersey Primary Academy is represented at Child Protection Conferences, Core Group meetings and other multi-agency meetings and preparing reports for the above Liaising with other schools when a child transfers or leaves in order to alert the new school to the need to monitor Arranging training for staff / volunteers <p>The Child Protection Co-ordinator, after receiving a referral, will act on behalf of Mersey Primary Academy in referring concerns or allegations of harm to Local Authority Children’s Social Care or the Police Protecting Vulnerable People Unit (Appendix 2). They may issue a monitoring form to assist with data collection (Appendix 10).</p> <p>If the Child Protection Co-ordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children’s Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.</p> <p>The Child Protection Co-ordinator may share limited information on a need to know basis amongst the staff / management but respecting the need for confidentiality.</p> <p>It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority EHASH Team, or Family Resource Centre if Children’s Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989. Reference HSCB Seven Golden rules of information sharing (Appendix 6)</p>
9. Seeking Consent for a Referral	<p>Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority EHASH Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.</p> <p>So in general where concerns about a child relate to Section 17 children ‘in need’ (Children Act 1989) consent should be sought from the parents, carer or children where appropriate prior to a referral being made to the Local Authority Child Care Team.</p> <p>It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.</p> <p>In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.</p> <p>If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the relevant Local Authority Family Resource Team.</p>
10. Reporting Concerns or Allegations of Abuse	<p>The Child Protection Co-ordinator for Mersey Primary Academy is Miss Sherry Foster. Mrs Louise Milne is the Designated Safeguarding Leader. In addition, Mrs Curran, from the Emotional Well-Being team, also works closely with Mrs Milne and Miss Foster. In their absence, the Head of Academy, assumes responsibility.</p> <p>The named Education Advisory Board member for Child Protection is Mr David Blain. He will have oversight of the procedures followed but will not be given access to or discuss specific child protection cases.</p> <ul style="list-style-type: none"> A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated Child Protection Co-ordinator. In the absence of the Child Protection Co-ordinator the matter should be reported to the person identified as their deputy. In the event of neither of these individuals being available the matter should be reported through the line management. In the case of it being out of hours the Emergency Duty Team should be contacted (SEE CONTACT DETAILS). See HSCB Considerations when Contacting another Agency/Service (Appendix 7)
11. Managing Disclosures of Abuse	<p>If a child discloses abuse it is important that, as far as possible, the following basic principles are adhered to;</p> <ul style="list-style-type: none"> Listen to what the child has to say with an open mind Do not ask probing or leading questions designed to get the child to reveal more Never stop a child who is freely recalling significant events Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else. THE CHILD PROTECTION CO-ORDINATOR MUST BE INFORMED IMMEDIATELY.
12. Making a Referral	<p>Referrals of all children in need, including those where there are child protection concerns will be made to;</p>

Hull - To Children’s Social Care – EHASH Team or Police Protecting Vulnerable People Unit

Out of Hours – To the relevant Emergency Duty Team

All referrals made by telephone need to be followed up in writing within 48 hours.

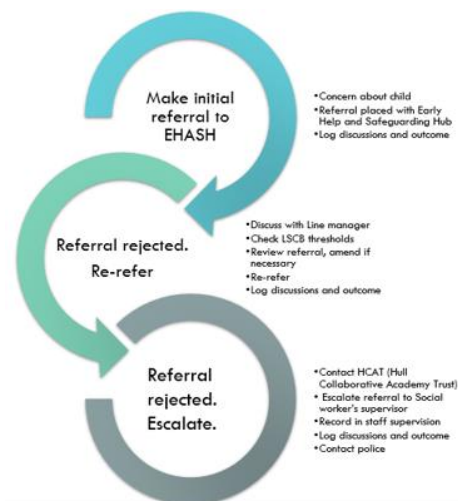
The Child Protection Co-ordinator should make the referral as appropriate. The referrer should be prepared, where possible, to give the following information;

- The nature of your concerns / allegation.
- Whether the child will need immediate action to ensure their safety.
- Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
- Factual information about the child and family, including other siblings.
- The nature of your involvement with the family.
- Other professionals involved with the family.
- The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?
- Child’s current whereabouts and when they were last seen
- If you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?
- The HSCB Confirmation of Referral Proforma - All telephone referrals made by professionals should be followed, within 48 hours by a written referral giving specific and detailed information. If you have secure email the form should be sent to The EHASH (Early Help and Safeguarding Hub) Team EHASHgc@hullcc.gcsx.gov.uk or accesspodgc@hullcc.gcsx.gov.uk If you do not have a secure email system it should be faxed to 01482 444145
- Expectation of feedback - Children's Social Care should acknowledge a written referral within one working day of receiving it. If the referrer has not received an acknowledgement within 3 working days, they should contact Children's Social Care again.
- If a referral is rejected by EHASH and concerns are still prevalent, the Escalation process should be considered.

ESCALATION PROCESS



ESCALATION PROCESS



13. Allegations against Staff Members / Volunteers

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the group or organization will report the nature of the allegation or concern to the Head of Academy immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.

The Head of Academy will report the matter to the Local Authority Designated Officer - Dan Horne (LADO)
TEL: 01482 790933

	<p>In the case that the concern or allegation relates to the Head of Academy, the Child protection coordinator, Executive Principal or the Chair of the Education Advisory Board should be contacted. The Chair of the Education Advisory Board will report the matter to the Designated Officer for Schools and also to the academy trust.</p> <p>In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children’s Social Care or the Police, as soon as possible.</p> <p>An allegation is defined as where:</p> <p style="padding-left: 40px;">it is alleged that a person who works with children has:</p> <ul style="list-style-type: none"> ● behaved in a way that has harmed a child, or may have harmed a child; ● possibly committed a criminal offence against or related to a child; or ● behaved towards a child or children in a way that indicates s/he is unsuitable to work with children <p><u>Responding to a complaint or an allegation</u></p> <p>The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:</p> <ul style="list-style-type: none"> ● treat the matter seriously, ● avoid asking leading questions and keep an open mind, ● communicate with the child (if the complainant) in a way that is appropriate to the child’s age, understanding and preferred language or communication style, ● make a written record of the information (where possible in the words a child used). This written record needs to include ● when the alleged incident took place (time and date) ● who was present (witnesses) ● what was said to have happened, ● a signature and date, ● report the matter immediately to the Designated Officer for Schools or in her absence the Local Authority Designated Officer directly. <p>N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.</p> <p>Mersey Primary Academy adheres to the Department for Education, Keeping Children Safe in Education (September 2016)</p> <p>In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children’s Social Care or the Police, as soon as possible.</p> <p>It is a criminal offence under the Education Act 2011 to name a teacher who has had an allegation made against them before they are charged by the Police. This includes all stakeholders and parents, and any form of disclosure i.e. social networking sites, speaking with the press, playground or staffroom ‘chat’ etc.</p>
14. Seeking Medical Attention	<p>If a child has a physical injury and there are concerns about abuse;</p> <ul style="list-style-type: none"> ● If Emergency medical attention is required then this should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority Children’s Social Care.
15. Staff & Volunteer Self Protection	<p>Adherence to guidelines on self-protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made.</p> <p>These could include:</p> <ul style="list-style-type: none"> ● To avoid situations where a staff member or volunteer is on their own with a child. ● In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult in the organisations accident book (This is located in the Medical Room). ● Keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection Policy. ● If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the Child Protection Coordinator. ● Adhere to Mersey Primary Academy policy on the Positive Handling Policy. <p>Staff only use mobile devices including mobile phones as in line with the DELTA E-Safety policy. They do not use their own mobile devices, all mobile devices supplied by DELTA are used in accordance with the e-safety policy.</p>

<p>16. Code of Practice</p>	<p>Staff / Volunteers / children should always;</p> <ul style="list-style-type: none"> • Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures. • Provide an opportunity and environment for children to talk to others about concerns they may have. • Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others. • Risk assess situations and activities to ensure all potential dangers have been identified. • Treat everyone with dignity and respect. <p>Staff / volunteers / children should not;</p> <ul style="list-style-type: none"> • Permit or accept abusive or discriminatory behaviour. • Engage in inappropriate behaviour or contact. • Use inappropriate or insulting language. • Show favouritism to anyone. • Undermine or criticise others. • Give personal money. <p>Mobile Phones, Cameras and Other Electronic Devices</p> <p>Staff must not use mobile phones in rooms where children are present, including those where children are cared for. It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this academy.</p> <p>All electronic devices are prohibited during lesson time and when children are on site, unless authorised to do so by the Principal / Head of Academy (i.e. mobile photos, digital cameras/videos, iPads, iWatches etc.) Any breaches will be dealt with in strict accordance of the academy's Staff Code of Conduct and/or E-Safety Acceptable User Policy.</p>
<p>17. Who abuses Children? including Recruitment & Selection</p>	<p>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 (Working Together to Safeguard Children – A Guide To Inter – Agency Working To Safeguard and Promote The Welfare of Children (HM Government July 2018)).</p> <ul style="list-style-type: none"> • Mersey Primary Academy is responsible for ensuring that all the staff they employ have had the appropriate checks. This includes ensuring that staff working in these specified early and later years settings are suitable to do so. • Mersey Primary Academy asks employees to provide the relevant information not only about themselves but also about a person who lives or works in the same household as them as part of the pre-employment checks they undertake on appointing new staff. <p>It is important when recruiting paid staff and volunteers to adhere to the organisation's Safer Recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people, in line with the Safeguarding Vulnerable Groups Act 2006.</p> <ul style="list-style-type: none"> • All paid staff and volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced DBS check. • Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training. • All staff and volunteers will be required to read the Child Protection Policy. This will be reviewed to ensure up to date knowledge. • All staff to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up). If from another school, the current employer should be the headteacher of that school, or completed by a senior member of the school, but signed by the head. • The potential staff member will be interviewed for their suitability for the post following procedures outlined in the Safer Recruitment Policy. • Volunteers will be interviewed informally by the Head of Academy to ensure their suitability to work within the academy. • Staff and volunteers will be subject to a probationary period (3 – 6 months) during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs. • Staff and volunteers will have a period of induction where they will complete any induction training and access internal policies.

Disclosure and Barring Service

A person who is barred from working with children they will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Mersey Primary Academy knowingly employs someone who is barred from working with children they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because of safeguarding concerns (including harm to a child), or would have been safeguarding concerns if they had not left, Mersey Primary Academy will notify the DBS. The responsibility for ensuring this happens falls with Mr David Blain, the chair of the Education Advisory Board.

Childcare Disqualification Requirements 2009

Mersey Primary Academy adheres to the supplementary guidance 'Keeping Children Safe' document, detailing the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. Mersey Primary Academy will not continue to employ an individual who is disqualified, including 'by association', in connection with early or later years childcare provision, nor will a disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted which covers the role that they wish to undertake. However, this does not imply that individuals are prevented from working in a school in any other setting.

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 (**Working Together to Safeguard Children – A Guide To Inter – Agency Working To Safeguard and Promote The Welfare of Children (HM Government July 2018)**).

- Mersey Primary Academy is responsible for ensuring that all the staff they employ have had the appropriate checks. This includes ensuring that staff working in these specified early and later years settings are suitable to do so.
- Mersey Primary Academy asks employees to provide the relevant information not only about themselves but also about a person who lives or works in the same household as them as part of the pre-employment checks they undertake on appointing new staff.

Disqualification by association

- The requirement to provide the relevant information about a person who lives or works in the same household as them, guards against an individual working with young children who may be under the influence of a person who lives with them and where that person may pose a risk to children i.e. 'by association'.
- Staff are asked to complete and sign a declaration which would help identify those caught by the 'by association' requirement, particularly where an individual may be reluctant to self-declare. [When new Data Protection regulations are in force in 2018, a person will fill in a declaration at the point they would work with children aged 8 and under.](#)

Induction

When new staff join Mersey Primary Academy, they will be informed of the safeguarding arrangements in place. They will be given a copy of the academy's Safeguarding Policy plus Part 1 of Keeping Children Safe in Education, and also told the name Child Protection Coordinator.

Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our academy and the remit of the role of the Child Protection Coordinator.

All volunteers and temporary staff to our academy will be provided with the same level of information in relation to safeguarding.

Training

The Child Protection Coordinator undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills the Child Protection Coordinator undertakes refresher training at two yearly intervals.

All staff have basic child protection training that equips them to recognise and respond to child welfare concerns. The academy maintains a record of child protection training, which includes teaching and non-teaching staff. Every staff member undertakes appropriate refresher training every three years.

If appropriate

Our Education Advisory Board will also undertake appropriate training to ensure they are able to carry out their duties to safeguard children/pupils and staff at our academy.

18. Whistle Blowing	Staff or volunteers must report to a senior member of staff any behaviour or practice by a colleague which gives cause for concern in relation to safeguarding the well-being of children/pupils. However, if staff do not feel comfortable using internal reporting systems this should not prevent a report being made. If this issue does occur then staff are advised to contact the NSPCC Whistle Blowing helpline tel: 0800 028 0285 or email: help@nspcc.org.uk		
19. Monitoring and Evaluation	The policy and procedures are monitored by the Education Advisory Board through the designated EAB member for Child Protection who will meet annually with the Child Protection Officer. In addition, procedures are constantly monitored for fitness-for-purpose by the Child Protection Officer and the Executive Principal. Mersey Primary Academy will also engage with LA audits and inspections.		
20. Contacts	<u>Hull</u> <u>Children's Social Care (Local Authority)</u> EHASH (Early Help and Safeguarding Hub) Team (01482) 448879 Immediate Help Team (01482) 788080 <u>Child Protection Administrator</u> (01482) 790933 <u>Local Authority Designated Officer</u> (01482) 790933 <u>Police Protecting Vulnerable People Unit</u> (01482) 597360		
FURTHER DETAILS CONTAINED IN DOCUMENTS	Health and Safety Policies Safer Recruiting - Staff / Volunteers Supporting Children with Medical Needs Equality and Diversity Policy	Disciplinary, Grievance and Capability Policy Safeguarding Policy Whistle Blowing Policy Codes of Conduct Behaviour Policy	Anti Bullying Policy E-Safety Policy Intimate Care Policy Positive Handling / Physical Intervention Policy Admission Policy Nursery Admissions Policy

DATE APPROVED:	NEXT REVIEW DATE (Every year)
September 2018	September 2019
Reference Number:	CP -19



Mersey Primary Academy Child Protection Policy

Statement to Parents

At Mersey Primary Academy, the welfare of all our children/pupils is of great importance to us and we hope that parents are confident about their children's health and safety whilst in our academy.

We will always try to share any concerns we have with parents. However, there are times when we are legally obliged to share our concerns with other agencies, without first speaking to parents, or without the consent of parents.

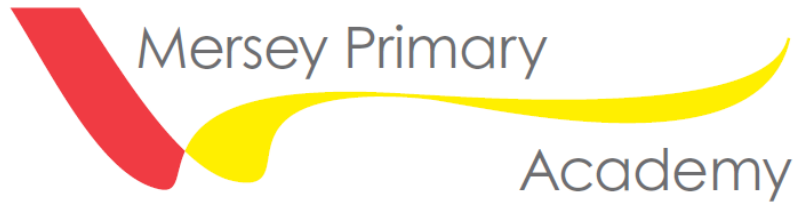
The safety and protection of our children/pupils is our most important concern and we wish to reassure you that any sharing of information is done with the children's best interest at heart.

If you have any concerns about the welfare or safety of any child in our academy, the Child Protection Co-ordinator is Miss Sherry Foster. Mrs Milne is the Designated Safeguarding Leader, and Josie Curran is the academy's **Emotional Well-Being Leader, she is available on the playground in morning and at the end of the academy day**. In their absence, you should contact Head of Academy. They can be contacted through the academy office.

Miss Sherry Foster – Child Protection Co-ordinator

Mrs Louise Milne – Designated Safeguarding Leader

Mrs Leigh Gordon – Head of Academy



Mersey Primary Academy

Child Protection Information and Procedures for Visitors to the Academy

Child Protection Co-ordinator: Miss Sherry Foster
Designated Safeguarding Leader: Mrs Louise Milne

If you have any concerns about any child with whom you are working; you should first inform the class teacher who will direct you to the Child Protection Co-ordinator / Safeguarding Leader.

You will be given a Monitoring Form to complete. You should write down exactly what occurred / was said, without questioning the child.

Be specific and do not infer anything. The report will need to be signed and dated.

The academy has a full policy on Child Protection which may be found in the Reception Office.

If you hear any racist comments, or any racist incidents are reported to you, please inform the Child Protection Co-ordinator / Safeguarding Leader as soon as possible.

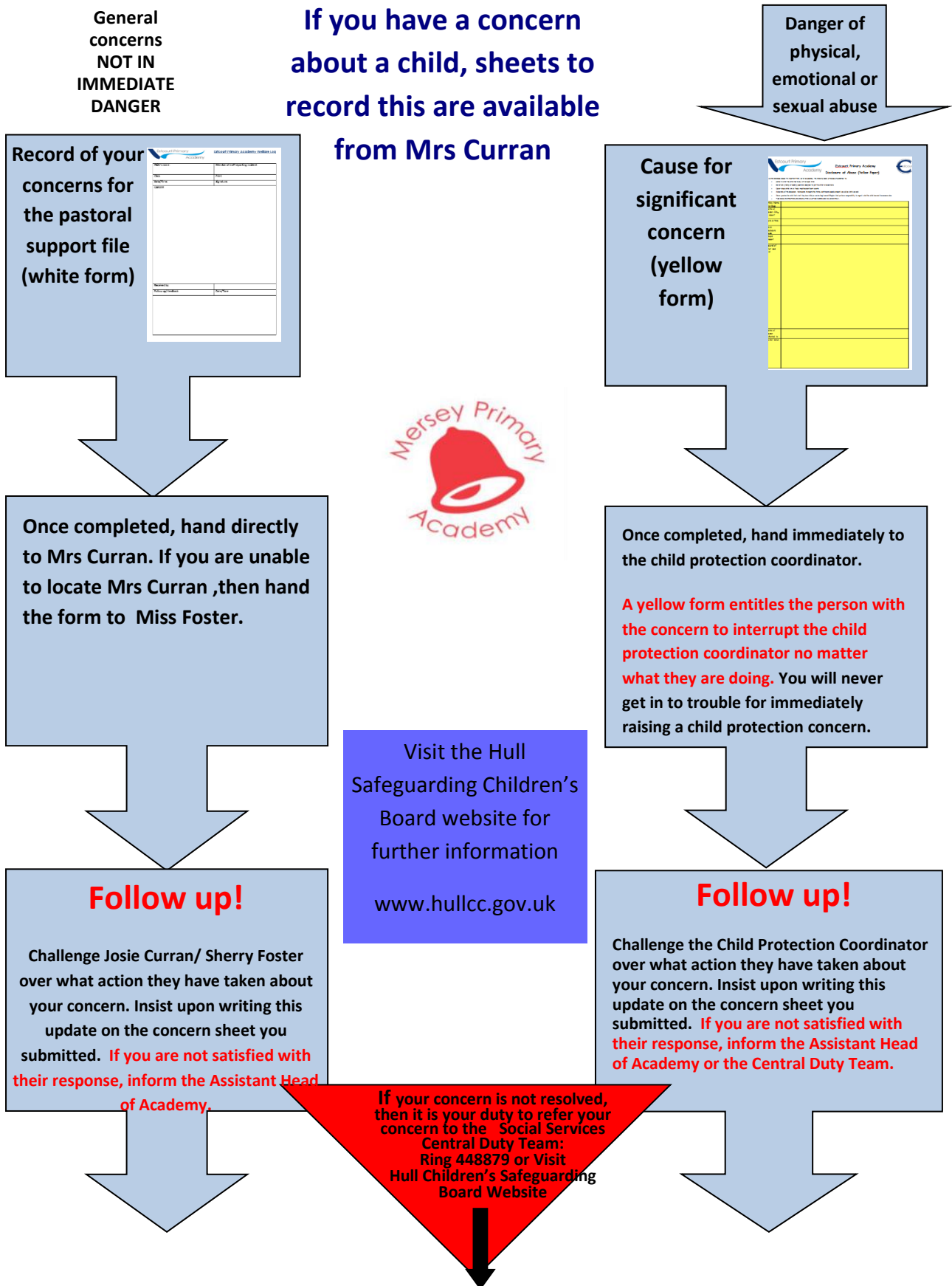
Please write down clearly what occurred to provide the academy with evidence.

September 2018

When you sign into Mersey Primary Academy, you are acknowledging and agreeing to adhere to this safeguarding information.


Thank you.

Appendix 2 Mersey Primary Academy Child Protection and Safeguarding Procedure Flow Chart




Mersey Primary Academy
Welfare Log

Child's name:	Member of staff reporting incident:
Class	Print:
Date/Time:	Signature:
Concern	
Received by:	
Follow up/ feedback	Date/Time



**Mersey Primary
Academy**

Disclosures of Abuse (Yellow Paper)



If a child discloses abuse it is important that, as far as possible, the following basic principles are adhered to:

- Listen to what the child has to say with an open mind
- Do not ask probing or leading questions designed to get the child to reveal more
- Never stop a child who is freely recalling significant events
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else
- **THE CHILD PROTECTION CO-ORDINATOR MUST BE INFORMED IMMEDIATELY**

Child's Name and Class	
Name of person filling in report	
Date & Time	
Place disclosure made	
People Present	
Record of what was said	
Name of person notified by	
Action taken	

Appendix 5 HSCB Preparing to Discuss Concerns about a Child with Children's Social Care

Try to sort out in your mind why you are worried, is it based on:

- What you have seen;
- What you have heard from others;
- What has been said to you directly.

Try to be as clear as you can about why you are worried and what you need to do next:

- This is what I have done;
- What more do I need to do?
- Are there any other children in the family?
- Is the child in immediate danger?

In the conversation that takes place the duty Social Worker will seek to clarify:

- The nature of the concerns;
- How and why they have arisen;
- What appear to be the needs of the child and family; and
- What involvement they are having or have had with the child and / or family.

Questions Children's Social Care may ask at Initial Contact

- Agency (i.e. school, etc) address and contact details of referrer;
- Has consent to make the referral been gained? Information regarding parents' knowledge and views on the referral;
- Where consent has not been sought to make a referral you will be asked to explain what informed your decision making;
- Full names, dates of birth and gender of children;
- Family address and, where relevant, school/nursery attended;
- Previous addresses;
- Identity of those with **Parental Responsibility**;
- Names and dates of birth of all members of the household;
- Ethnicity, first language and religion of children and parents;
- Any special needs of the children or of the parents and carers;
- Any significant recent or past events;
- Cause for concern including details of allegations, their sources, timing and location;
- The child's' current location and emotional and physical condition;
- Whether the child needs immediate protection;
- Details of any alleged perpetrator (name, date of birth, address, contact with other children);
- Referrer's relationship with and knowledge of the child and his or her family;

- Known involvement of other agencies;
- Details of any significant others;
- Gain consent for further information sharing / seeking;
- The referrer should be asked specifically if they hold any information about difficulties being experienced by the family/household due to domestic abuse, mental illness, substance misuse and/or learning difficulties.

Appendix 6 HSCB Seven Golden rules of information sharing

'Information Sharing Advice for Safeguarding Practitioners' (March 2015) is aimed at supporting good practice in information sharing by offering clarity on when and how information can be shared legally and professionally in order to achieve improved outcomes. It can be especially useful in supporting early intervention and preventative work where decisions about information sharing may be less clear than in safeguarding or child protection situations. Below are the 7 golden rules of information sharing that this guidance recommends.

The seven golden rules to sharing information

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

1) Effective Communication between Agencies

Effective communication requires a culture of listening to and engaging in, dialogue within and across agencies. It is essential that all communication is as accurate and complete as possible and clearly recorded.

Accuracy is key; without it effective decisions cannot be made. Equally, inaccurate accounts can lead to children remaining unsafe, or to the possibility of wrongful actions being taken that affect children and adults

Before contacting another agency, think about why you are doing it, is it to:

2) Share Information

To share information is the term used to describe the situation where practitioners use their professional judgement and experience on a case by case basis to decide whether and what personal information to share with other practitioners in order to meet the needs of a child or young person.

Decisions to request and share information must be considered in terms of whether they are necessary and proportionate.

3) Signpost to Another Service

The definition to signpost is to indicate direction towards. It is an informal process whereby a professional or a family is shown in the direction of a service.

If someone is signposted to a service it is because accessing the service may enhance the family's quality of life, but there would be no increased risk to the child or young person should the service not be accessed.

No agency is responsible for the monitoring or recording of signposting.

4) Seek Advice and Guidance

Seeking advice and guidance at any time, making a general query or perhaps consulting with a specialist colleague within your own organisation (or from another agency) may enhance the work that you are doing with a child, young person or family at any stage. It could be that you want further information about services available or that you want some specialist advice or perhaps need to consult about a particular issue or query for instance to ask if making a referral is appropriate.

The name of the child and family should be anonymised at this stage unless agreement to share the information has already been obtained.

It is vital that you record that you have sought information and advice in your own records. The agency you are contacting may not record this information, particularly if the case is not open or active with them. It should be agreed between agencies in this situation as to who records what information.

At the end of the conversation both parties must be clear about the next course of action.

5) Facilitate Access to a Service

If you think that a family may benefit from a service then directing, signposting or facilitating is appropriate. For example, a family approaches your service and asks for some advice about leisure activities in the local area. You give them the information and directions to the nearest open access leisure centre.

6) Refer a Child or Family

If you think that by not accessing a particular service, a child's situation could deteriorate then a referral is appropriate. However, a referral is only the start of the process. You as the referrer have a responsibility to monitor that the service has been taken up and the child's situation has improved.

Sometimes you may need to draw on other support services, for example when an intervention has not achieved the desired outcomes and the child/young person requires more specialist or sustained support.

A specific gap in services to meet a need or any level of concern warrants follow up and monitoring to ensure there is no risk to children.

At the end of the conversation both parties must be clear about the outcome and the next course of action.

a) Professional Differences

Where there are any professional differences about a particular decision, course of action or lack of action you should consult with a Senior Manager within your own organisation about next steps. [Resolving Interagency Disagreements Guidance](#)

b) Recording

Well kept records about work with a child and his or her family provide an essential underpinning to good professional practice. Records should be clear, accessible and comprehensive, with judgements made and decisions and interventions carefully recorded. Where decisions have been taken jointly across agencies, or endorsed by a manager, this should be made clear.

You should record your decision and the reasons for it, whether or not you decide to share information. If the decision is to share, you should record what information was shared and with whom.

You should work within your agency's arrangements for recording information and within any local information sharing procedures in place. These arrangements and procedures must be in accordance with the Data Protection Act 1998

POLICY TITLE	Female Genital Mutilation FGM Appendix to Safeguarding Policy
RESPONSIBLE COMMITTEE	EAB
RATIONALE	<ul style="list-style-type: none"> Estcourt Primary Academy has robust and rigorous safeguarding procedures and takes its responsibilities of child protection seriously. Female Genital Mutilation is a form of child abuse and as such is dealt with under the academy's Child Protection/Safeguarding policy. At Estcourt Primary Academy, staff and the EAB expect Safeguarding to be everybody's responsibility. The academy uses the World Health Organisation definition: <i>"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."</i> (World Health Organisation-1997) UK Government advice and guidance on FGM underpins this policy; <i>"FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health...Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."</i>
PURPOSES	<ul style="list-style-type: none"> To ensure children are safe.
GUIDELINES	<p>To ensure proactive action protects and prevents girls being forced to undertake FGM, Estcourt Primary Academy has the following procedures:</p> <ul style="list-style-type: none"> A robust attendance policy that does not authorise holidays, extended or otherwise. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children. FGM discussions by Child Protection lead with parents of children from practising communities who are at risk. Comprehensive PSHE and Relationship and Sex Education delivered to KS2 children with a discussion about FGM with Year 6 girls. <p>In order to protect children, it is important that key information is known by all of the academy community.</p> <p><u>Indications that FGM has taken place:</u></p> <ul style="list-style-type: none"> Prolonged absence from school with noticeable behaviour change – especially after a return from holiday. Spend long periods of time away from the class during the day. A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered at the Strategy Meeting. <p><u>Indications that a child is at risk of FGM:</u></p> <ul style="list-style-type: none"> The family comes from a community that is known to practice FGM - especially if there are elderly women present. In conversation a child may talk about FGM. A child may express anxiety about a special ceremony. The child may talk or have anxieties about forthcoming holidays to their country of origin. Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations. If a woman has already undergone FGM and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate. If this procedure is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of having this procedure, the school have a statutory duty to inform either the Police or Children's Social Care under the Serious Crime Act 2015
FURTHER DETAILS CONTAINED IN DOCUMENTS	Child Protection Policy Attendance Policy

Daily welfare record (for all children with an open file - to be completed by class teacher)

Week Ending: _____

Child's Name	Please use ✓ or x					Additional comments if required
	M	T	W	Th	F	
Attended						
Punctual						
Changes in appearance						
Changes in behaviour						
Breakfast/snacks provided						
Attitude to learning						
Homework completed						
Read at home						
Parental involvement						
ANY CONCERNS DURING THE WEEK TO BE REPORTED TO THE SAFEGUARDING TEAM IMMEDIATELY AND RELEVANT FORM COMPLETED AND GIVEN TO THE TEAM IN-LINE WITH THE SAFEGUARDING POLICY						
Attendance this week %	Attainment					
	Reading		Writing		Maths	

Date & Received by:	Action taken by: