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Abbreviations/Terminology

DCPT	Designated Child Protection Teacher
MASH	Multi Agency Safeguarding Hub
BSCB	Bury Safeguarding Children Board
TAC	Team around the Child
CAF	Common Assessment Framework
SEAM	Sexual Exploitation and Missing
LAC	Looked after Children
LSCB	Local Safeguarding Children's Board

Gillick Competency - helps professionals to balance children's rights and wishes with the responsibility to keep children safe from harm. Full guidance can be found regarding the Gillick competency at www.nspcc.org.uk

Policy Aims:

The aim of this policy is to compile local & national guidance regarding safeguarding practice to create a locally responsive document that reflects the true nature of the school's mission statement – 'to create a happy, purposeful and caring community' which at all times is child focused.

In order to do this:

The Designated Child Protection Teacher (DCPT) and deputy will foster an environment in which Children, Staff and Parents can talk freely about any concerns, confident that they will be listened to and appropriate action taken (open door policy)

This policy will directly link into other policies covering the safety of the children, namely the e safety/digital safety/bullying policies to ensure a holistic, child focused plan of care for the children

All School Staff will receive a yearly update in Safeguarding Practices and undertake a Local Authority training on a 3 yearly basis. **The designated lead will also undertake further training every two years**

Such training will ensure that any assessment undertaken is primarily child focused

As part of their induction/arrival at the school, Temporary Staff and volunteers will be made aware of this policy and the DCPT will be identified

Staff will report any concerns or disclosures regarding safeguarding to the DCPT or deputy to ensure prompt action and referral as necessary

In the absence of the above members of staff, individual staff will be confident to liaise and refer to the Multi Agency Safeguarding Hub (MASH) team, seeking advice & consultation from the Duty Social Worker to identify a plan of action

If there is any query regarding the threshold of a case, consultation will be sought with the Duty Social Worker on the MASH Team

Staff will implement agreed procedures to identify children and families that may require early intervention to prevent an escalation through the continuum of need, practices in this area will demonstrate that the school is implementing multi agency working and ultimately the timely sharing of information

Such procedures will also demonstrate that the school are working towards the priorities of the local authority Children and Young People's Plan (2015 – 2018) in which staff act to implement early help and to develop resilience and emotional health & wellbeing

The DCPT and deputy will implement separate procedures if an allegation is made against a member of staff

SAFEGUARDING PROCEDURE

There are robust procedures regarding recruitment, selection and pre -employment vetting checks for all members of School Staff founded on safer recruitment good practice and guidance

There will be a designated governor for safeguarding who will work closely with the DCPT and deputy. This lead person will undertake training on a 2 year basis and review the policies and outcomes of safeguarding incidents in the sub- committee forum to ensure continuous review and learning

This policy will be available both on site at school and on the website to ensure that all parents have an accessible overview of safeguarding policy at the school

This policy is a working document to be used in conjunction with the following guidance -

- (BSCB, 2014) Referral and Recognition Handbook
- (BSCB, 2013) Thresholds for Intervention Document
- (BSCB, 2012) Practice Guidance for Using Chronologies within Case Records
- (BSCB 2012) Safer Recruitment Procedures
- (DFE, 2014) Keeping Children Safe in Education

All BSCB documents can be found at www.burysafeguardingchildrenboard.org and the Keeping Children Safe in Education (2014) can be accessed via GOV.UK

Staff Training :

Staff will receive a yearly update in Safeguarding Practices prior to the Autumn Term commencing

Staff will also access Local Authority Safeguarding Training on a 3 year basis

Staff will read and have ongoing access to Chapter 1 of Keeping Children Safe in Education, 2014. Within this section, there are specific and additional safeguarding resources. It directs staff on to specific government guidance on relevant topics and also outlines expert advice from the NSPCC

Staff will also have access to the Bury Safeguarding Board (BSCB) Recognition and Referral Handbook to also ensure a knowledge base in the early identification of signs and abuse

Within the training, all staff will receive an overview of how to make a referral to the MASH Team directly and to ensure that immediate action to protect is always taken as per Working Together (2013):

Appendix 2 contains the Safer Guidance to provide an aide memoire for staff in making telephone referrals to the MASH

Staff will utilise page 13 – 19 of the Recognition and Referral Booklet to follow up a telephone referral to the MASH with an Inter- Agency Referral Form

Staff members will maintain an attitude of '**it could happen anywhere**' and that actions should always be made in the best interests of the child

The DCPT and Deputy will access BSCB training on a 2 yearly basis, specific locally responsive training will also be accessed via this service

Lessons from serious case reviews will also be disseminated via the yearly update – namely:

'Failing to act on the early signs of abuse/neglect, poor record keeping, failing to listen to the children's views, failing to reassess a situation when there is no improvement, sharing information too slowly and lack of challenge to those who appear not to be taking action'

Chronologies will be utilised to demonstrate significant events and the impact on a child, this will provide the basis for referral/escalation by evidencing when a situation is not changing or improving

Staff will have access to the Practice Guidance from the BSCB in relation to the use of Chronologies

Recognition and Referral:

If staff members have concerns regarding a child they should raise these with the school's designated child protection teacher:

The Designated Child Protection Teacher is Martyn Pilling, Head Teacher

The Back Up Person is Jason Artley, Deputy Head Teacher

The DCPT/deputy will usually decide whether to make a referral to Social care, however it is important to note that any staff member can make a referral to social care to raise their concerns directly.

Where a child and family may benefit from early help and intervention from more than one agency, an inter-agency assessment (Common Assessment Framework) should be undertaken. These assessments should identify what help a child and family require to prevent needs escalating to a point where statutory assessment under the **Children Act, 1989**

Within the Bury Local Authority, these processes are referred to as the Continuum of Need. The worked definition of the continuum of need and the response model is 'the point at which agencies respond when additional needs are unmet'. This model provides a continual process of assessment in which children may enter any band at any age/ stage of development and may move bands as their circumstances and needs change.

These process utilises the definition of safeguarding and promoting the welfare of children, from Working Together, 2013 as :-

- Protecting Children from Maltreatment;
- Preventing Impairment to Children's Health and Development;
- Ensuring that Children grow up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes.

The following levels are identified within the continuum:

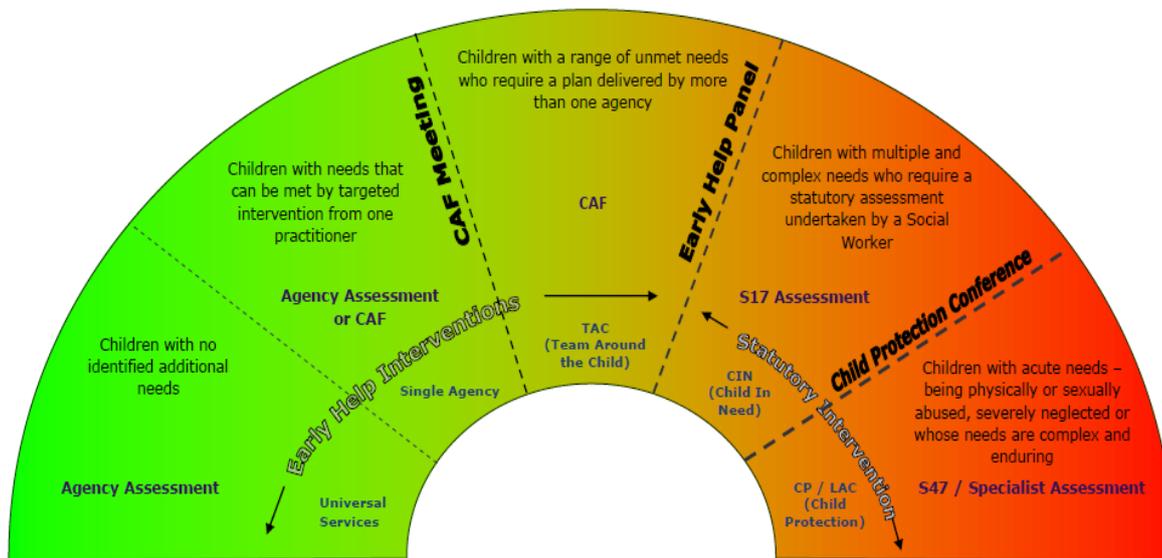
Level 1 – represents children with no identified additional needs. Their needs can be met through universal service

Level 2 – represents children with additional needs that can be met by targeted support by a single agency or practitioner

Level 3 – represents children with additional needs that can be met by targeted support by a multi-agency support package (Team around the Child, TAC)

Level 4 – represents children with significant needs that persist and have not been met with targeted support. These cases will have a social work lead (Child in Need, CIN)

Level 5 – represents children with complex and enduring needs at the highest level of vulnerability that will be met by multi agency support from specialist services led by Social Care (Safeguarding, Looked after Children)



The Bury Safeguarding Board document ‘Thresholds for Intervention’ document contains extensive guidance on the levels of vulnerability and need. This can be found on page 7 – 14.

If it is felt that immediate and serious concerns exist regarding a child, staff will follow the guidance as documented in the Recognition and Referral booklet. Within this document from page 13 -19 is step by step guidance on making a referral to the MASH team.

In any situation where there is any query regarding a level/threshold staff will seek consultation with the MASH team (Duty Social Worker), **0161 253 5678** the CAF Consultants, or the lead professional for safeguarding within Education.

The **Safeguarding Lead** for Education is:

Lynda Heitzman
Lead officer Safeguarding Schools and Extended Services
Grey Block
Seedfield
Parkinson Street

Bury BL9 6NY

Tel: 0161 253 5572

Identifying Children and Families who would benefit from Early Help:

Within the 'threshold for intervention' document from page 16 – 18, there is guidance upon the use of the Common Assessment Framework. A CAF can be utilised from Level 2 on the Continuum of Need to strive to assess a child's additional need and develop a plan of action.

As per the continuum of need, a child may move around the continuum and if needs cannot be met through single agency involvement; it may be necessary to progress to Team around the Child where partnership working between agencies can plan and deliver a package of support.

At all times when a child is open to CAF or TAC processes, advice and support can be sought from the CAF Consultants.

Copies of a blank CAF and TAC paperwork can be found on the BSCB website and are contained as an appendix in this policy.

The Early Help team is now working with families to prevent escalation to statutory intervention for child and family. The terms and reference for this team can be found within appendix 1 on the Thresholds Document (2013). Referrals to this team can be made via the MASH on an inter-agency referral form.

Despite intervention at Early Help level some children will have needs that persist or get worse. These cases may progress to Child in Need level upon the continuum.

If there is any concern that a child may be at risk of sexual exploitation or missing (SEAM) then the SEAM process must be implemented. This is documented on page 20 of the thresholds document.

The DCPT and deputy will be aware of the BSCB document – Safeguarding Children at Risk of Sexual Exploitation and have access to a hard copy on the school premises for an immediate point of reference if any queries arise

The current BSCB policy Safeguarding Children at Risk of Sexual Exploitation (2012) is due to be reviewed later this year and this policy will incorporate any new guidance issued at that time. However this policy strives to incorporate the latest government guidance letter (03/03/15) through the utilisation of information sharing procedures as detailed overleaf.

LAC

The DCPT and Deputy will have an working knowledge of the local authority document 'policy and guidance for the education of Children and Young People in Public Care'

The DCPT and deputy will have a working knowledge of the guidance within the **Children Act, 1989 & 2004** and actively contribute to the statutory reviews for children who are looked after within the school

Information Sharing and Record Keeping:

Working Together to Safeguard Children 2013 places great emphasis on information sharing.

The guidance states, "Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Early sharing of information is the key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. Serious Case Reviews (SCRs) have shown how poor information sharing has contributed to the deaths or serious injuries of children."

The guidance goes on to state, "Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. To ensure effective safeguarding arrangements:

- all organisations should have arrangements in place which set out clearly the processes and the principles for sharing information between each other, with other professionals and with the LSCB.
- no professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with local authority children's social care.

Within the thresholds document page 15 – 16, the local authority guidance is detailed regarding information sharing and consent through the continuum of need. This document also refers to Information Sharing: Guidance for Practitioners and Managers DFE (2008) which provides further assistance in making decisions to share information.

For older children within the school, it may be necessary to implement the Gillick Competence regarding consent and information sharing. At all times when working with children, the wishes of the child should be obtained, however information may have to be shared without consent in situations of significant harm.

Good record keeping is essential in recording Safeguarding concerns. The use of chronologies can highlight patterns of concern/harm in particular in cases of neglect or emotional abuse.

The review of such records is a vital role for the designated person a system should be established and recorded that says all records have been reviewed and if any further action has been taken.

Safeguarding files should always be stored separately to the general school files and stored confidentially (only certain staff should have access).

All school staff are bound by a confidentiality agreement if safeguarding files are accessed inappropriately this could lead to a disciplinary matter.

Managing Allegations against Staff

If an allegation is made regarding a member of staff at the school, the DCPT and deputy will implement the guidance as per page 30 – 40 within Keeping Children safe in education 2014

Safer Recruitment

To ensure the ongoing provision of a safe environment at School the DCPT and Deputy will implement the guidance on page 16 – 29 regarding safer recruitment of staff of the document Keeping Children Safe in Education, 2014. This also includes guidance regarding volunteers, temporary staff, and students/trainee teachers.

Keeping Children Safe on Site

To manage the dropping off and collection of children at the pre-school based within the grounds of the school, the following arrangements are in place –

There are always two adults on duty; one adult is stationed adjacent to the Pre- School access to supervise any potential contacts.

The children are reminded frequently not to speak to adults attending Pre-School, even parents or relatives during break or lunch times.

The fitness trail is cleared during the times that the parents access the school yard area, this is usually 11.55am to 12.05pm and from 12.45pm to 1pm.

The Pre-School staff control the gate onto the field and lock it during times when access is not required.

These arrangements strive to manage any potential contact with an adult who may not have been DBS screened.

Any breach in these procedures will be reported to the Head Teacher or Duty Person

Role and Responsibility of the School Governing Body

The role and responsibility of the governing body are outlined in Keeping Children Safe, 2014 on page 11 – 14.

The designated governor for safeguarding is Janet Butterworth

Appendix 1: Useful Contacts

Referrals:

Multi-Agency Safeguarding Hub

Bury Police Station
Dunsters Road
Bury
BL9 0RD

Tel: 0161 253 5678

Email: Childwellbeing@bury.gcsx.gov.uk

Emergency Duty Team (Outside Office Working Hours)

Tel: 0161 253 6606

For referral/consultation about allegations against people working with children and young people:

Mark Gay
LADO
Safeguarding Unit
18/20 St Mary's Place
Bury BL9 0DZ
Tel: 0161 253 5342/0161 253 6168
E-mail: M.Gay@bury.gov.uk

CAF Consultants

The CAF Team & Early Help Team
Redvales Children's Centre
25 Dorset Drive
Redvales
Bury
BL9 9DN

Tel – 0161 253 5200

Email: Childwellbeing@bury.gcsx.gov.uk

Appendix 2 – SAFER Guidelines

These guidelines are to support staff when contacting the Multi-Agency Safeguarding Hub (MASH) on 0161 253 5678 to ensure that all relevant information is communicated

<h1>S</h1>	<p>Situation This is (give name & designation) for Greenhill Primary School. I am calling about (child's names(s) and address) I am calling because I believe this child is at risk of significant harm The parents are/aren't aware of the referral</p>
<h1>A</h1>	<p>Assessment and actions I have assessed the child personally (and started/done a CAF) and the specific concerns are....provide specific factual evidence, ensuring the points in Section A are covered) Or: I fear for the child's safety because...(provide specific facts – what you have seen, heard and/or been told and when you last saw the child and parents) A CAF has/hasn't been followed This is a change since I last saw him/her (give number) of days/weeks/months ago The child is now....(describe current condition and whereabouts) I have not been able to assess the child but I am concerned because..... I have....(actions taken to make the child safe)</p>
<h1>F</h1>	<p>Family factors Specific family factors making this child at risk of significant harm are....(base this on the assessment of need framework and cover specific [points in Section A) Additional factors creating vulnerability are... Although not enough to make this child safe now, the strengths in the family situation are....</p>
<h1>E</h1>	<p>Expected response In line with Working Together to Safeguard children, NICE guidance and Section 17 and/or Section 47 of the children act I recommend that a specialist social care assessment is undertaken (urgently?) Other recommendations Ask: Do you need me to do anything now?</p>
<h1>R</h1>	<p>Referral and recording I will follow up with a written referral and would appreciate it if you would get back to me as soon as you have decided your course of action Exchange names and contact details with the person taking the referral Now refer in writing as per local procedures and record details and time and outcomes of telephone referral</p>

Appendix 3 – Intra Agency Referral Form, CAF, TAC Forms

The **Inter Agency Referral Form** forms can be found on the Bury Safeguarding Children Website at:

<http://www.safeguardingburychildren.org> under the heading 'Procedures and useful documents'

The **CAF Record Form** can be found on the Bury Safeguarding Children Website at: <http://www.safeguardingburychildren.org> under the heading 'Procedures and useful documents'

The **Team Bury TAC Review Record** is stored on the school server within:
Head's Data/Pupils/Pupil support/CIN & CAF Meetings/TAC

Appendix 4 – Golden Rules of Information Sharing

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with 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, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions
6. **Necessary, proportionate, relevant, 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 people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide not to share, then record what you have shared, with whom and for what purpose

References List:

(BSCB, 2014) Referral and Recognition Handbook

(BSCB, 2013) Thresholds for Intervention Document

(BSCB, 2012) Practice Guidance for Using Chronologies within Case Records

(BSCB, 2012) Safeguarding Children at risk of Sexual Exploitation

Bury Metropolitan Council, Policy and Guidance for the Education of Children and Young People in Public Care

Children Act 2004

CPHVA (2010) Safer Guidelines, DOH

(DFE, 2014) Keeping Children Safe in Education, HMSO

HM Government (2013) Working Together to Safeguard: A guide to inter-agency working to safeguard and promote the welfare of children, HMSO