



**DAYSPRING TRUST**  
**IAN RAMSEY CE ACADEMY**

Child Protection Policy

Reviewed September 2016

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## 2 PURPOSE AND AIM

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The Ian Ramsey Church of England Academy Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with Child welfare concerns. The policy also aims to make explicit the Dayspring Trust's commitment to the development of good practice and sound procedures to keep children safe in our establishments.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

This policy applies to the academy's whole workforce.

This policy will be reviewed annually or in light of any changes in legislation and/or guidance.

Directors, Academy Council members and staff within the Trust are committed to safeguarding and promoting the welfare of children in our care through all of our policies, procedures and practices. We expect parents and visitors to share this commitment and understanding.

## 3 INTRODUCTION

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The academy fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to the academy's child protection policy:

1. **prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models, the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, exploitation, radicalisation and issues such as Female Genital Mutilation and Forced Marriage).
2. **protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead, Mrs J Neilson or the Children's Hub (01642 284284) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation, Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
3. **reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances)
4. **support** (to pupils and academy staff and to children who may be vulnerable due to their individual circumstances)

All staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how the trust supports the following areas of need, additional need or harm are either hyperlinked to the areas below from Keeping Children Safe in Education 2016 or a named Trust policy. including;

- Child Sexual exploitation
- Bullying including cyber bullying
- Children missing from education
- Domestic violence
- Drugs
- Fabricated or induced illness

## Child Protection Policy

- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and Youth Violence
- Mental Health
- Gender based violence
- Private Fostering
- Preventing Radicalisation
- Relationship Abuse
- Radicalisation and extremism
- Sexting Guidance
- Trafficking
- Peer on Peer Abuse

In the event of any of these issues being recognised, information should be shared directly with the Designated Safeguarding Leads which may result in the situation being monitored or the pupil being referred to specific services.

The academy recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. Academy staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. Academy staff must give consideration to children who are subject to a statement of special needs, an Education Health Care Plan or have a medical condition as these can mask safeguarding issues and must not be dismissed.

The academy also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection

## 4 FRAMEWORK AND LEGISLATION

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We recognise that our academy does not operate in isolation. Keeping children safe from Significant Harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice is the responsibility of Stockton Local Safeguarding Children Board (SLSCB), which includes the partnership of several agencies who work with children and families across the Borough.

The academy is committed to respond in accordance with Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk> and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

**Note:** harm includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person (Adoption and Children Act 2002)

Local Authorities have a duty to investigate (under Section 47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Children's Services First Contact Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

**Error! Reference source not found.**contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It must be read alongside Working Together to Safeguard Children 2015 which applies to all the schools. The Children Act 1989 sets out the Legal Framework.

## **5 ROLES AND RESPONSIBILITIES**

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### **5.1 THE DESIGNATED SAFEGUARDING LEAD (DSL)**

The Multi Academy Trust (MAT) Board will appoint either a member of the senior leadership team or a senior member of staff to the role of the DSL. This will be explicit in the role-holder's job description. This person will be given the appropriate authority, time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### **5.2 THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD**

Ian Ramsey CE Academy's named Designated Safeguarding Leads are Jayne Cook, Jill Neilson and Zoe Featherstone. In the event they cannot be contacted please seek advice from the Executive Headteacher, Gill Booth or Head of School, Brian Janes.

If there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable, please seek immediate support via the First Contact Team on (01642 527764)

The Deputy Safeguarding Leads are trained to the same standard as the Designated Lead. Whilst the activities of the DSL can be delegated to the appropriately trained Deputies, the ultimate lead responsibility for child protection will not be delegated and remains with the Designated Safeguarding Lead.

The above staff have the appropriate authority and training to undertake such a role and are able to provide advice and support to other staff on child welfare and child protection matters. The Safeguarding Lead is able to take part in strategy discussions and inter-agency meetings and to support other trained staff to do so as well as to contribute to the assessment of children.

The broad areas of responsibility for the DSL are:

#### **5.2.1 Managing Referrals**

Refer all cases of suspected abuse to the Children's Services First contact Team and:

- The Designated Officer (DO) for child protection concerns (all cases which concern a staff member).
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed including Sexual Exploitation (VEMT lead), Radicalisation (through the Single Point of Contact for the Channel Panel) Female Genital Mutilation and Forced Marriage).
- Liaise with the Head of School and/or Executive Headteacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

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- Inform the LA of any pupil to be deleted from school admission register and follow missing from Education protocols
- Inform the LA of any pupil who fails to attend the academy regularly, or has been absent without schools permission for a continuous period of 10 days or more.

### 5.2.2 Training

The DSL will receive appropriate training at least every two years. They will undertake prevent awareness training and refresh their knowledge and skills at regular intervals but at least annually in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments (Single Assessment Continuum of Need).
- Understand the Local Assessment Protocol which sits alongside the Continuum of Need and Services.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the academy's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.

### 5.2.3 Raising Awareness

The DSL is responsible for ensuring that the academy's policies are known and used appropriately:

- ensuring the academy's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with MAT Board regarding this.
- ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.
- linking with the SLSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### 5.2.4 Child Protection File

- Where children leave the academy ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.

### 5.2.5 Availability

- During term time the Designated Safeguarding Lead or Deputy) should always be available (during academy hours) for staff to discuss any safeguarding concerns.
- Whilst generally, the DSL or Deputy would be expected to be available in person, consideration should be given in exceptional circumstances for support to be given via telephone and or Skype.

- For any out of hours/out of term activities, cover arrangements are made utilising the Safeguarding Team and the Executive Headteacher and Head of School.

### **5.3 MAT BOARD AND ACADEMY COUNCIL**

The MAT Board and Academy Council will receive appropriate training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

The Chair of the MAT Board (The Venerable Stuart Bain) is appointed to support the Designated Safeguarding Lead in their role from the perspective of challenging the safeguarding and child protection activity within the academy and to ensure that the Safeguarding Report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development. The role of the Chair is to ensure trustees receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements

The MAT Board will nominate a Governor, usually the Chair, to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head of School or Executive Headteacher. In the event of allegations of abuse being made against the Head of School or Executive Headteacher teacher, allegations will be reported directly to the Designated Officer (DO).

The MAT Board will appoint a Safeguarding Governor to support the DSL in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the DSL report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

The Safeguarding Governor will hold Head of School to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by all the workforce.

### **5.4 INFORMATION FOR PARENTS**

Parents/carers will be made aware that the academy will take any reasonable action to safeguard the welfare of its pupils. In cases where the academy has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Stockton Safeguarding Children Board procedures and inform The Children's Hub or Police of their concern.

### **5.5 ALL STAFF**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

protecting ALL children from all forms of maltreatment and abuse (including in addition to the four categories of harm, issues such as child sexual exploitation, radicalisation and victimisation inclusive of Female Genital Mutilation and Forced Marriage); preventing impairment of children's health or 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. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff have a particularly important role as they are in a position to identify concerns early and provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, it is important that all staff ensure that they:

- listen to and reflect on the voice of the child at all times and take seriously any concerns raised to them by a child.
- report any concerns of harm to any child to the DSL immediately. (However, all staff can refer their concerns directly to The Children's Hub if necessary and the police in the stated incidents above).
- record any information shared directly with them by a child or observed/witnessed with the DSL immediately. This could include sharing information on behalf of the DSL with other agencies.
- maintain an attitude of '**it could happen here**' and report any concerns regarding the behaviour of an adult/staff member in the academy directly to the DSL/Head of School.
- feel able to raise concerns about poor or unsafe practices and potential failures in the academy's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- attend regular training/updates to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of risk to the child.
- under the Counter Terrorism and Security Act 2015 pay 'Due regard To Prevent' and assess the risk of children and young people being drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- report to the police all cases where teachers discover that an act of FGM appears to have been carried out.

The academy will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The DSL must be informed immediately by an employee of the academy, pupil of the academy, parent of the academy, other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

All staff are required to read and adhere to the guidance in *Part one: Safeguarding information for all staff in Keeping children safe in education*.

## 6 INFORMATION HANDLING AND GOVERNANCE

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Child protection work necessarily involves the handling of confidential information and all staff involved in child protection matters will receive training in dealing with such information.

The DSL will keep a full record of concerns raised and make referrals to Children's Services First Contact Team if necessary.

The DSL will maintain records relating to Child Protection issues in the Academy. These will include working notes of discussions and concerns raised both by staff and children/pupils, as well as records of child protection conferences and other meetings.

All records are held confidentially in a secure location and shared only on a need to know basis. The DSL will determine what information is required by relevant staff. The name of the pupil and details will only be known by staff who work with that pupil.

## 7 SAFE SCHOOLS/SAFE STAFF

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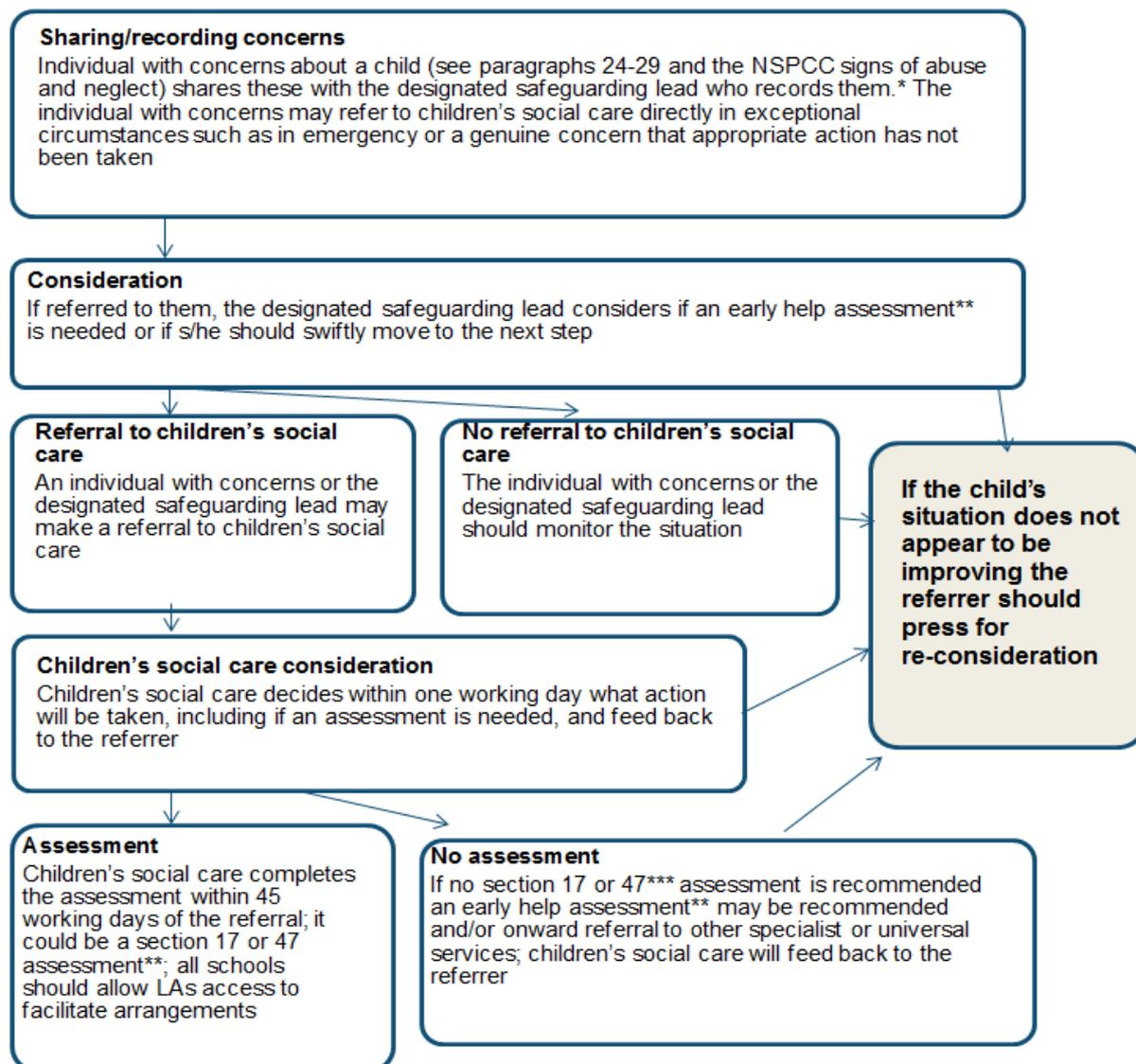
The following policies must be read in conjunction with this policy:

- School Recruitment and Selection policy
- Staff Behaviour Policy (Code of Conduct)
- Behaviour & Discipline Policy
- Anti-Bullying Policy/Cyber Bullying
- Inclusion & Special Education Needs Policy
- The Schools Educational Visits/Off Site Policy
- Photographic and Digital Imagery Policy
- Administration of Medicines Policy and Procedures
- Pupils with Medical Needs Policy
- Attendance Management policy
- Missing Children Policy
- Complaints Policy
- Allegation Management Policy
- Confidentiality and Whistle blowing Policy.
- Information Sharing Policy
- Looked after Children Policy
- Intimate Care and Care Plan Policy
- Unaccompanied travel to and from school procedure to ensure pupils safety.
- Single Equality Scheme.
- Spiritual, Moral, Social and Cultural Curriculum
- Robust School Recruitment and Selection policy-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, qualifications, right to work in the UK), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition checks for teachers since 2013) and supervision of those who don't meet this requirement.
- Clear recruitment procedures which embeds safeguarding across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the academy.

## 7 SAFE SCHOOLS/SAFE STAFF

- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2015 and Working Together 2015.
- Staff Behaviour Policy (Code of Conduct) Guidance for Safer Working Practices for Adults who Work with Young People. The academy will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The academy will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

- Record Keeping - the academy is clear about the need to record any concerns, discussions held, decisions made and the reasons for those decisions about a pupil. Electronic records are held via SIMS and paper based records are held via standard safeguarding pro-formas. Following a child leaving the academy, we follow the appropriate transfer procedures and retention guidelines.
- Peer on Peer Abuse - the academy recognises that children are capable of abusing their peers. Peer on peer abuse can take on many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse will be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support



\*\* If unhappy about the outcome of the referral to Children’s Services Social Care First Contact /Police, consider the Professional Differences Procedure in child protection: Tees Safeguarding Children Board procedures which can be found at <http://www.teescpp.org.uk>

\*\*\*\* Keeping Children Safe in Education flow diagram page 10

## **7.1 WHISTLE BLOWING/CONFIDENTIAL REPORTING**

The academy's Whistle Blowing/confidential reporting Policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adults behaviour.

## **7.2 COMPLAINTS/ALLEGATION MANAGEMENT TOWARDS OR WITH A CHILD OR ADULT**

A safeguarding complaint involving a member of staff must be reported to the Head of School immediately. If the complaint involves the Head of School then the next most senior member of staff must be informed and the Chair of the MAT Board. Consultation must take place without delay with the relevant Designated Officer who will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Head of School/ senior member of academy staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure. [www.teescpp.org.uk/allegationsandconcernsagainstaff](http://www.teescpp.org.uk/allegationsandconcernsagainstaff)

## **7.3 TRAINING AND SUPPORT**

The MAT Board is committed to ensuring that its staff are appropriately trained in safeguarding and child protection to enable them to meet statutory requirements and academy expectations as set out in this policy.

All new staff members will be provided with information on the Academy's safeguarding and child protection policy and procedures on the first day of employment, and receive full training within one month of starting to work for the Academy.

All staff members will also receive appropriate child protection training on, at least, an annual basis, usually at the beginning of each academic year. Additional training will be provided where necessary to support staff in undertaking their roles and responsibilities within the academy.

## **8 PROFESSIONAL CONFIDENTIALITY**

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Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. The academy recognises that the only purpose of confidentiality in this respect is to benefit the child. <http://www.teescpp.org.uk>

## **9 ATTENDANCE AT SAFEGUARDING CONFERENCES**

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In the event of the academy being invited to attend Child Protection Conferences, the DSL will represent the academy and/or identify the most appropriate trained member of staff to provide information relevant to Child Protection Conference (Initial/Review).

## **10 SUPPORTING CHILDREN**

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The academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The academy may be the only stable, secure and predictable element in the lives of some of the children in its care. The academy, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

The academy also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

The academy will endeavour to support all its pupils through:

- The curriculum, to encourage self-esteem, self-motivation, self- protection.
- The academy ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

## 11 REFERENCE DOCUMENTS

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This policy has been informed by the following legislation and national & local guidance:

Education Act 2002 Section 175 - [www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

Keeping children safe in education July 2015 -

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447595/KCSIE\\_july\\_2015.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_july_2015.pdf)

Framework for the Assessment of Children and Families - [www.safeguardingchildren.co.uk/appendix-4.html](http://www.safeguardingchildren.co.uk/appendix-4.html)

Children Act 1989/2004 - [www.legislation.gov.uk/ukpga/2004/31/contents](http://www.legislation.gov.uk/ukpga/2004/31/contents)

Working together to safeguard children DOH 2015 – [www.doh.gov.uk](http://www.doh.gov.uk)

Stockton Safeguarding Children Board Procedures – [www.teescpp.org.uk](http://www.teescpp.org.uk)

CP Referral Form

New Multi-Agency Referral Form to Children's Social Care – [click here](#) to download the referral form

What to do if you're worried a child is being abused

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/what\\_to\\_do\\_if\\_you\\_are\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/what_to_do_if_you_are_worried_a_child_is_being_abused.pdf)

Data Protection Act 1998 - <http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003 - <http://www.legislation.gov.uk/ukpga/2003/42/contents>

Safeguarding Vulnerable Groups Act 2006 - <http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000 - [http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga\\_20000036\\_en.pdf](http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf)

| Review Date           | Changes made   | Ratification Date by Governing Body |
|-----------------------|----------------|-------------------------------------|
| September 2016        | September 2016 | 27 September 2016                   |
| Chair to MAT Board    | Stuart Bain    |                                     |
| Executive Headteacher | Gill Booth     |                                     |

**11.1 KEY CONTACTS**

| <b>Senior Leadership Team Link and Safeguarding Lead</b> | <b>Designated Safeguarding Lead</b> | <b>Named cover</b> | <b>Safeguarding Governor</b> |
|--|-------------------------------------|--------------------|------------------------------|
| Jayne Cook   | Jill Neilson                        | Zoe Featherstone   | Venerable Stuart Bain        |
|  |                                     |                    |                              |
|  |                                     |                    |                              |
|  |                                     |                    |                              |

## Appendix 1

### Job Description - Designated Safeguarding Lead

- To have a sound knowledge of, and to respond in accordance with, Tees Local Safeguarding Children Board Procedures.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support advice, expertise, co-ordination within the educational establishments when receiving welfare concerns/suspicion of child abuse and deciding whether to make a referral by liaising with relevant agencies.
- Ensure that all staff report any welfare concerns/suspicion of child abuse to the Designated Safeguarding Lead or cover nominated deputy in their absence (liaison with Head of School is essential if this person does not hold this key responsibility).
- Encourage a culture of listening to children and taking account of their wishes and feelings in order to protect them.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Make referrals of all cases of suspected child abuse to the Children's Services First Contact Team.
- Make referrals to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- Make referrals to the police (cases where a crime may have been committed)
- Liaise with other agencies and co-ordinate the **most appropriate academy representative** to attend/contribute at child protection meetings.
- Monitor the transfer of pupils, alerting the Local Authority Attendance Team of any concerns immediately. Maintain contact with other relevant schools where there is more than one child in the family.
- When children leave the establishment ensure child protection files are transferred to the new establishment as soon as possible separately from main school files. A receipt must be returned to the forwarding school and kept until the child's 25th birthday.
- Be able to keep detailed accurate secure written records of referrals/concerns.
- Receive appropriate training every 2 years to:
  - Understand the assessment process for providing early help and intervention.
  - Have working knowledge of CP conferences and reviews be able to attend and effectively contribute.
  - Ensure whole workforce understands the child protection policy in practice and their new role within this.
  - Attendance at safeguarding lead termly briefings/or alternative CPD.
- Ensure all staff have induction training covering safeguarding/child protection and are able to recognise and report any concerns immediately as they arise.
- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Ensure the Child Protection Policy is updated and revised annually and work with the MAT Board and Academy Council. Ensure whole workforce read Part 1 of Keeping children safe in education and are clear of their role in the academy.

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- Ensure the child protection policy is publicised on the school website. The policy alerts them to the fact that referrals about suspected abuse or neglect may be made and the schools/colleges role in this.
- Ensure that staff understand the additional risks for pupils around the Internet and E-Safety and continue to promote the Academy's E-Safety policy in the protection of all pupils.