



NETHER STOWE SCHOOL

Safeguarding Policy

Date: September 2016

Adopted by Governors: 3rd October 2016

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Date	Outcome
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21st September 2015	Reviewed and re-approved
September 2016	Reviewed and updated
March 2017	Updated Chair contact details
Sept 2017	Reviewed, no updates
April 2018	Staff name changes

Next Review date: September 2018

The Designated Safeguarding Lead in this school is:

Miss D Sullivan

The Deputy Designated Safeguarding Leads in this school are:

Mr S Peace

The Nominated Governor for Safeguarding is:

Mr P Bentley

The Chair of Governors is:

Mr G Crowe

1. PURPOSE & AIMS

1.1 The purpose of Nether Stowe School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2.Context

2.1 Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns (see section 6 for further guidance on this).

3. OUR ETHOS

3.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

3.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are encouraged to maintain curiosity and respectful uncertainty when working with children and families.**

3.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

3.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Examples of where this occurs include: PSHEE days, assemblies, input / advice from external organisations e.g. Staffordshire Police, SARAC, Teen Spirit

3.4 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

4. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Miss D Sullivan	dsullivan@netherstowe.com
Alternate DSL	Mr S Peace	speace@netherstowe.com
Headteacher	Mr Glyn Langston-Jones	Glangston-jones@netherstowe.com
Named Safeguarding Governor	Mr P Bentley	peterjbentley@hotmail.com
Chair of Governors	Mr G Crowe	chair@netherstowe.com

The school has ensured that the DSL/DDSL:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure (see below at footnote)
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate
- keeps a record of staff attendance at child protection training – (please note that this is also reported to Staffordshire through the SSCB via the Local Authority.)
- makes this policy available to parents.

The **deputy designated lead(s)** is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above. The governing body ensures that the school has:

- DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved SSCB training in inter-agency working, in addition to basic child protection training
- Child protection policy and procedures that are consistent with SSCB requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance (see: https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf)
- A training strategy that ensures all staff, including the headteacher, receive child protection training, with refresher training at three-yearly intervals.
- The DSL should receive refresher training at two-yearly intervals
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher.
- An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

3.2 It is the responsibility of **every** member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

3.3 The Governing Body of Nether Stowe School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.4 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Staffordshire Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015);
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;

- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated regularly;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of '**Keeping Children Safe in Education**' DfE (2015);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.5 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, Early Help Assessments (EHA) for example, meetings attended, reports written, training or induction given. It will not identify individual pupils. Before every governors meeting confidentiality statement shall be read and agreed.

The Headteacher

3.6 At Nether Stowe School the Headteacher is responsible for:

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

The Designated Safeguarding Lead (DSL)

3.7 The Designated Safeguarding Lead(s) will carry out their role in accordance with the responsibilities outlined in Annex B of '*Keeping Children Safe in Education*'. The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL. The DSL has a specific Job description detailing roles and responsibilities.

3.7 The DSL at Nether Stowe School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Families First Services and other agencies where necessary, and make referrals of suspected abuse to Families First, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

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

3.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to level 1 as stated in SSCB training strategy.

4. TRAINING & INDUCTION

4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead (DSL) is. They will also be provided with the recording form, given information on how to complete it and who to pass it to. Senior leadership team have systems in place to monitor and review practices to ensure quality.

4.2 Every new member of staff or volunteer 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 and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead (DSL). At induction, all staff will also be provided with a copy of Part One of '*Keeping Children Safe in Education*' (2015) and will be expected to read this.

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Staffordshire Safeguarding Children Board advice.

4.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. They also will receive supervision from the DSL, which is recorded. **(See Appendix 2)**.

4.5 The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Staffordshire Safeguarding Children's Board at least once every three years. In addition to this, the DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the SSCB every two years.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from SSCB. Governors also receive support from Staffordshire County Council and national Governors support.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of '*Keeping Children Safe in Education*' (2015) provides

links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Staffordshire Safeguarding Children Board at www.staffscsb.org.uk

and within the Safeguarding Section of the Staffordshire Schools website:

<http://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Education-safeguarding-support/Education-safeguarding-support.aspx> The DSL will also provide regular safeguarding updates for staff.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Nether Stowe School adheres to child protection procedures that have been agreed locally through the Staffordshire Children's Safeguarding Board.

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early intervention

Practitioners should complete an Early Help Assessment (EHA) when:

<http://www.staffordshire.gov.uk/health/childrenandfamilycare/FamiliesFirstPartners/gettinghelpearlyinstaffordshire.pdf>

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

The establishment EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST).

<http://www.staffordshire.gov.uk/health/childrenandfamilycare/FamiliesFirstPartners/gettinghelpearlyinstaffordshire.pdf> The establishment will inform the LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family

The DSL meets on a regular termly basis to discuss concerns, additional children accessing further support with the LA Link worker. These meetings are recorded and are part of the case individual case

management system of the pupil's files. This opportunity enables a clear assessment of additional support and services that could be offered

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (**see Appendix 1**).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Families First as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Staffordshire's Families First services procedures as outlined in www.staffsscb.org.uk

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Families First immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Families First, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Families First directly with their concerns.

6. RECORDS AND INFORMATION SHARING

6.1 If staff have significant concerns about any child they must make them known to the Designated or Deputy Designated Safeguarding Leads (on the agreed reporting form) **without delay** in accordance with reporting and recording procedures. They should ensure that the form is signed and dated:

Forms marked “Confidential” are available in the staff room on the medical notice board. It is vital that concerns are completed on these forms and handed to the Designated or Deputy Designated Safeguarding Leads. Forms should not be left in pigeon holes and concerns should not be emailed. Concerns must be raised before the end of the school day.

These concerns may include:

Physical abuse:

This 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 (*Working Together to Safeguard Children’ 2015*).

Emotional abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development? It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from 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. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. (*Working Together to Safeguard Children’ 2015*).

Neglect:

Is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development? Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs (*Working Together to Safeguard Children’ 2013*).

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or 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. (*Working Together to Safeguard Children' 2015*).

Concerns about children who abuse other children

Abuse is not always due to the actions of adults. Sometimes children abuse other children. Emotional abuse may involve serious bullying, including isolating a particular child, derogatory name calling and / or making threats, and may include online bullying through social networks, online games or mobile phones. Bullying behaviour can include physical assault. Children may also sexually abuse and exploit other children.

Nether Stowe School works with children, parents and staff to create to an ethos of mutual respect and will robustly address concerns that children are suffering abuse due to the behaviour of other students. Students are encouraged to talk to staff if they have worries and concerns, and there are processes where they can report any problems confidentially and anonymously:

Worrybox on the school's email system can be contacted by students (the DSL and deputy DSL receive messages directly)

Parents and carers are also encouraged to talk to staff if they have concerns, and should refer the matter to the DSLs in the setting if they feel that the matter is not being addressed or the situation is not improving. This school will follow our bullying policy, ***located on the school website*** when this is appropriate to the circumstances, and follow the Behaviour and Discipline Policy should sanctions be necessary.

If the concerns are in respect to an allegation of a criminal nature, the school may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault, sexting (see E-safety section of policy below). In regards to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children's social care. In order to protect all children at the school, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict movement of the child in our setting, or restrict activities.

If there are concerns that a child attending this school may have been seriously harmed, or at risk, due to the actions of children within the community, but not attending the school, we will share information appropriately with other agencies to safeguard and promote their welfare.

Making referrals

Where a child is registered at school, consultation must take place with the DSL (or named deputy) who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the schools internal recording form. (***see procedure on page 10***) This should then be given to the DSL (or Deputy if DSL unavailable) who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the DSL to the relevant Children's Social Care team in that area.

As per statutory government guidance 'Keeping Children Safe in Education', anybody **can** make a referral. However, due to the role of the DSL this member of staff may be party to additional and pertinent information and therefore is best placed to do so. ***If it is not possible to speak to the Designated or Deputy DSL, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. In these circumstances, the DSL must be informed about the referral as soon as possible.***

For referral to First Response phone 0800 1313126. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multi agency form is available from the SSCB website (procedure 3B): www.staffsscb.org.uk

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children's social care departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children's social care. Information may also be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. The school will follow the information sharing guidance provided by the government and the SSCB in considering the sharing of personal information when there are safeguarding concerns.

The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or Children's Social Care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners. For example, a process is in place for informing the school nurse team in these circumstances.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said.

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

6.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life. Record sharing with other agencies will be done in a proportionate manner.

6.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Elected Home Educators Team within Staffordshire County Council.

7. WORKING WITH PARENTS & CARERS

7.1 Nether Stowe School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. Bail condition, court orders.

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8. CHILD PROTECTION CONFERENCES

8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process. The representative attending must contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

8.3 All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Families First Service. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

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

8.5 Child in Need (section 17)

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

- Where prevention strategies have been designed and monitored without desired outcomes being met.

If the DSL considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team (FRT) (<http://www.staffsscb.org.uk/Professionals/Procedures/Section-One/Section-One-Docs/Section-1E-SSCB-Thresholds-for-Intervention-Guidance.pdf>) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2015).

9.2 At Nether Stowe School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in-line with statutory requirements and risk assessed robustly.

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Staffordshire physical intervention training will be kept by the Headteacher and updated in-line with Staffordshire policy.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of

staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '*Guidance for Safer Working Practices for Adults who work with Children and Young People in Educational settings*', DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

(Ensuring there is effective support and supervision for staff working with vulnerable children is highlighted In Working Together 2015 para 56. The organisation must decide on the best way to offer this support e.g. peer support between Designated and Deputy Safeguarding Leads)

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of '*Keeping Children Safe in Education*', DfE (2015) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 0800 1313126

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 0800 1313126.

11.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or

unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

Specific Safeguarding Issues

Identifying cases of female genital mutilation (FGM) and Forced Marriage

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- Our school is an 'open environment', where students feel able to discuss issues that they may be facing
- the Designated Safeguarding Leads have a good understanding of the issues surrounding FGM and Forced Marriage and access relevant training
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit
- awareness raising about FGM is incorporated in the schools safeguarding training so that all staff and volunteers are able to identify indicators.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the DSL to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.
- **not** to consult or discuss with the pupil's parents or family, or others within the community.

E-Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams, gaming consoles etc. place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arranging to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with students at this school.

Students can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

Nether Stowe School utilises the curriculum (particularly PSHEE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised.

Further, in order to help protect our students

- Software is in place to minimise access and to highlight any one accessing inappropriate sites or information
- Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Lead should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc
- Pupils and staff should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Child Sexual Exploitation (CSE)

Sexual exploitation of children involves situations where young people receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing 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 have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. This school recognises that students may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to the DSL. All staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure (4H) and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

This school believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing e.g. becoming a 'goth'

Staff Roles in working with students who self-harm

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should follow the referral procedure as set out on page 10.

Following the referral, the DSL will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Making a First Response call
- Arranging professional assistance e.g. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers

In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
If a student has self-harmed in school a first aider should be called for immediate help

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action & being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children.

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

Children missing education (CME)

This school is aware of, and implements in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.

Preventing Extremism and Radicalisation

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. We also have a duty under the Counter Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by

pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils or the Staff Code of Conduct. We will share information with the First Response Team and/ or the Staffordshire police Prevent team when appropriate. We will also work with Staffordshire's Channel Panel in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

All staff receive awareness raising and training in regard to preventing extremism and radicalisation.

See separate policy.

12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Preventing Extremism & Radicalisation Policy
- Anti-Bullying (including cyber bullying indicators)
- Use of reasonable force (physical intervention)
- Recruitment & Selection
- Whistle-blowing
- Attendance
- E-safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Dignity and care
- First aid
- Educational visits including overnight stays

13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- Working Together to Safeguard Children 2015 (DfE)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Staffordshire Safeguarding Children Board Procedures (online)
www.staffsscb.org.uk/professionals/procedures//
- Staffordshire Safeguarding Children Board Training Catalogue (online)
www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/

- Keeping Children Safe in Education April 2015 (DFE)
www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf
- Disqualification under the Child Care Act 2006
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Staffordshire Policy and guidance on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- Nether Stowe School Whistle Blowing policy
- Staffordshire e-safety Tool Kit
- Children Missing from Education Policy
www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policy.pdf
- Statutory policies for schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf
- NSPCC/TES safeguarding in education tool
<https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f>

Further advice on Safeguarding matters can also be obtained from:

First Response Team including LADO advice: 0800 1313126.

Emergency Duty Team (for out of office hours referrals for children and vulnerable adults):
0845 6042886.

Staffordshire Prevent Team

Tel: 01785 238239 or 01785 233109

Email: prevent@staffordshire.pnn.police.uk

Staffordshire Preventing Child Sexual Exploitation Team

Ann-Marie.Jackson@staffordshire.pnn.police.uk

Tel: 07973 972056

LST (Local Support Team 13): Lisa Bullock EWW

lisa.bullock@staffordshire.gov.uk

01543 334204

Duty Number 01543 334797

Mobile: 07805817998

Staffordshire Vulnerable Adults referral contact details (for pupils may be over the age of 18 years and have a physical or sensory impairment; drug or alcohol problems; mental health problem; or learning disability and may not be able to protect themselves from harm or abuse)

- 0845 604 2719

Staffordshire County Council - Education Safeguarding Advice Service 01785 895836;

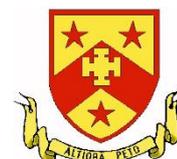
Email esas@staffordshire.gov.uk

Websi[Staffordshire Education Safeguarding Advice](#)

Appendix 1: Draft Recording Form for Safeguarding

Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to **DEBBIE SULLIVAN** if they have a safeguarding concern about a child in our school.



Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	
Position:	
Your signature:	
Time:	
Date:	



Action taken by DSL

Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

PSA

Guidance
Adviser

Other

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

e.g. School to instigate a Family Support Process, assessment by Children's Services

Full name:

DSL Signature:

Date:



Appendix 2: Safeguarding Induction Sheet or new or supply staff and regular visitors or volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small that miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from Sue Edwards. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 0800 131326.

The people you should talk to in school are:

Designated Safeguarding Lead (DSL): Miss D Sullivan
Location of office: Staff Corridor
Contact Number: EXT 214

Alternate Designated Lead: Mr S Peace
Location of office: Staff Corridor
Contact Number: EXT 232

Chair of Governing Body: Gary Crowe
Email address: chair@netherstowe.com

At Nether Stowe school we strive to safeguard and promote the welfare of all of our children.

Appendix 3: Local Safeguarding Referral Procedures 2015

First Response Team

Wedgwood Building
Stafford
ST16 2DH

MASH - Child protection

0800 1313 126

8:30am - 5:00pm Monday to Thursday

8:30am - 4:30pm Friday

- Have you got a serious concern about the safety of a child or young person up to the age of 18?
- Do you think a child or young person is being harmed or is at risk of being harmed?
- Are you worried that a child is living in circumstances where they are treated badly and not cared for properly?

If you've answered yes to any of these questions and you don't believe that the child or young person is being supported by a Social Worker, please contact the First Response Service immediately.

Please note: If the child you are calling about already has a dedicated Social Worker please contact them directly in the first instance.

Contact us

Telephone: 0800 1313 126

Emergency out of hours: 0845 604 2886

Fax: (01785) 854223

Email: firstr@staffordshire.gov.uk

Staffordshire Education Safeguarding Advice Service

Telephone: 01785 895836
(Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm)

This dedicated telephone line provides support and advice for education safeguarding matters which are of a non-urgent nature and

- Do not require immediate referral / communication with the First Response Team or ...
- Sits clearly outside the remit of the relevant Local Support Team ..

For example, if you would like advice on:

- An unresolved professional disagreement regarding a safeguarding issue
- Managing risk in relation to harmful sexual behaviour
- 'Early Help' threshold framework.
- Policy and procedure issues

The service is managed by the Education Safeguarding Specialists who will seek to respond to your enquiry promptly and typically that will be within the same day.

Please note : Staffordshire LADO advice is not available through this service and the LADO Duty Desk can only be contacted through the First Response Team on 0800 1313 126.

Links to useful documents such as current statutory guidance, safeguarding checklists and template documents, including a Safeguarding Policy template, can be accessed via the link: [Staffordshire Education Safeguarding Advice](#)

Multi-agency procedures and training course information will be found on the Staffordshire Safeguarding Children's Board (SSCB) website at: www.staffscb.org.uk