

# RAMILLIES HALL SCHOOL AND NURSERY



## SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

At Ramillies Hall School we follow the policy and procedures as set out by Stockport Safeguarding Children Board. The local area procedure and further advice is available from [www.safeguardingchildreninstockport.org.uk](http://www.safeguardingchildreninstockport.org.uk). This policy is applicable to all staff (teaching and non-teaching), parents/carers and pupils in the school and nursery and is available on the school website, staff intranet and in the safeguarding files in the staffrooms.

### 1. OUR COMMITMENT

At Ramillies Hall School and Nursery, we are committed to safeguarding and promoting the welfare of all children<sup>1</sup>, in line with the duty placed on us by Sections 157 and 175 of the Education Act, 2002. We expect and require all staff and volunteers to share this commitment. We strongly believe that all children have the right to feel safe and to be protected from physical, sexual, emotional abuse and neglect.

We have a clear commitment to supporting families. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children. We recognise that all adults, including temporary staff and volunteers, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of our pupils.

### 2. CONTACT DETAILS

Ramillies Hall School has a designated team who are responsible for co-ordinating safeguarding issues within the school and for liaising with other services. These are as follows:

- **Miss Diana Patterson** (Proprietor) - Designated Safeguarding Lead (DSL) for the School. Telephone: 0161 485 3804 (ex 1) and [safeguarding.s@ramillieshall.co.uk](mailto:safeguarding.s@ramillieshall.co.uk)
- **Miss Clare Thomas** (Nursery) - Designated Safeguarding Lead (DSL) for the Nursery. Telephone: 0161 485 3804 (ex 2) and [safeguarding.n@ramillieshall.co.uk](mailto:safeguarding.n@ramillieshall.co.uk)
- **Mrs Sally Grant** (School) - Deputy Safeguarding Officer (DSO) for the School.

**Safeguarding is everyone's responsibility.** If at any point there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately. **Anyone (staff, parent or pupil) can make a referral.** For Ramillies Hall School and Nursery, a concern about a child should be reported immediately to Stockport Children's Social Care (Children's Services) Tel: 0161 217 6028 or 6024 out of hours 0161 718 2118. Any allegations against an adult working with children should immediately be reported to the Stockport Designated Officer (LADO): Tel 0161 474 5657.

### 3. POLICY STATEMENT

All staff at RHS are informed about guidance provided in documents such as 'Keeping Children Safe in Education' September 2016 (KCSIE), 'Working Together to Safeguard Children (Interagency Working)' March 2015, 'Disqualification under the Childcare Act 2006' (2015), 'Information Sharing' March 2015 and 'Prevent Counterterrorism and Security Act' June 2015, The Children Act 1989, The Education Act 2002 (Section 175), What to do if you are Worried a Child is Being Abused – Advice for Practitioners.

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<sup>1</sup> Child/Children will be deemed to refer to anyone under the age of 18 years old.

Although this policy refers to Safeguarding this also includes Child Protection. Safeguarding is promoting and protecting the welfare, health and development of all children and Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

References in this document to “the School” include the Nursery departments unless otherwise indicated.

### **3.1. Supporting Documents**

This policy should be read in conjunction the following School documents:

- E-safety Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Children Missing from Education Policy and Procedures
- Attendance Policy
- Anti-Bullying Policy
- Prevent Duty Policy
- Special Educational Needs Policy
- Behaviour, Rewards and Sanctions Policy
- Female Genital Mutilation (FGM) Guidance
- Child Sexual Exploitation Guidance
- Mobile Phones, IT Devices, Social networking and Camera Policy
- Whistleblowing Policy
- Arrangements for Searching Pupils and their Possessions Policy and Procedure
- Health and Safety Policy
- Risk Assessment Policy

## **4. AIMS OF THIS POLICY**

The School will follow up any concerns they may have in relation to safeguarding. The school considers at all times what is in the best interests of the child.

The School will take all reasonable measures:

- To establish and maintain an ethos where children feel secure.
- To create an environment where the pupils’ voices are heard and early intervention can be put in place as soon as a problem or concern emerges.
- To ensure that children know that there are adults in the School who they can approach if they are worried or are experiencing difficulties.
- To ensure that we practise safer recruitment in checking the suitability of staff and volunteers to work with children and young people in accordance with guidance given in "Keeping Children Safe in Education (KCSIE) (2016) ", and “Working Together to Safeguard Children (2015)”, including reporting to the Disclosure and Barring Service (DBS) any person who has left the school and is unsuitable to work with children. (See Safer Recruitment Policy)
- To ensure that staff feel able to raise concerns and that they feel supported in their safeguarding role.
- To ensure that staff are given the opportunity to contribute to and shape safeguarding arrangements and child protection policy.
- To ensure that all staff undergo safeguarding training (including familiarity with the guidance given in KCSIE Part 1) both as part of their induction and on a schedule to be determined in consultation with the Local Safeguarding Children Board (LSCB), to protect each pupil from any form of abuse, whether from an adult or another pupil.

- To be alert to signs of abuse both in the School and from outside.
- To be alert to the changes in behaviours of our pupils.
- To deal appropriately with every suspicion or complaint of abuse.
- To work in consultation with parents and pupils when making referrals, unless there is reasonable ground to believe that a child may be at risk of significant harm. In such cases, consent is not required to make a referral.
- To design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- To support children who have been abused in accordance with his/her agreed child protection plan.
- To promote the educational achievement of any children who are looked after and to put in place safeguarding responses for children who may go missing from educational settings.
- To be alert to the medical needs of children with medical conditions.
- To operate robust and sensible Health and Safety procedures.
- To take all practicable steps to ensure that school premises are as secure as circumstances permit.
- To raise awareness of and operate clear and supportive policies on drugs, alcohol and substance misuse.
- To review and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our schools or in our local area.
- To have regard to guidance issued by the Secretary of State for Education in accordance with Sections 157 and 175 of the Education Act 2002 and associated Regulations.

Every complaint or suspicion of abuse from within or outside the School will be looked into and will be referred to an external agency such as the Children's Social Care Team of the local authority, the child protection unit of the police (CPU) or the NSPCC in accordance with the procedures published by Stockport Local Safeguarding Children Board (LSCB). The School will also comply with the procedures of other Local Authorities in which families may reside, such as Cheshire East, Cheshire West, Derbyshire, Manchester, Rochdale, Salford, Tameside, Trafford and Warrington.

Although the school follows Stockport procedures there may be occasions when referrals need to be made to the Designated Officers of other Local Authorities. In the Safeguarding and Child Protection Policy and Procedures we have used the acronym LADO for these instances.

## **5. THE DESIGNATED SAFEGUARDING LEADS**

The School has appointed senior members of staff to be responsible for matters relating to safeguarding and promoting the welfare of children (Designated Safeguarding Leads). These members of staff have sufficient status and authority to deal with any safeguarding issues that may arise.

The main responsibilities of the Designated Safeguarding Leads are:

- To co-ordinate the safeguarding procedures in the School.
- To take lead responsibility for safeguarding and child protection.
- To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding and child protection.
- To refer all cases of suspected abuse to the Local Authority Children's Social Care.
- In cases where children may be in need of additional support to undertake appropriate inter-agency assessment in accordance with local processes including completion of CAFs, leading and attending Team Around the Child (TAC) meetings and attending meetings for pupils on child protection plans.
- To maintain an ongoing training programme for all school employees, volunteers and temporary staff to ensure they are made aware and kept up-to-date of the safeguarding procedures.

- To monitor the keeping, confidentiality and storage of records in relation to safeguarding and, for pupils moving school, to arrange the secure transfer of records and confirmation of receipt.
- To liaise with Children's Social Care Teams or other authorities.

Refer to DSL and DSO Job Description.

They will:

- Advise and act upon all suspicion, belief and evidence of abuse reported to them, including historical abuse allegations (which should be reported to the police).
- The Nursery DSL will keep the Proprietor informed of all actions unless the Proprietor is the subject of an allegation.
- Liaise with the Children's Social Care Team and other agencies on behalf of the School.

**If the relevant Designated Safeguarding Lead is unavailable her duties will be carried out by the other Designated Safeguarding Lead or Deputy Safeguarding Officer who have all received appropriate training. If the allegation is against one of the Proprietors, Headteacher or Designated Safeguarding Leads, this should be reported directly to the Stockport Designated Officer.**

All of the above post-holders have the status and authority within our management structure to carry out the duties of the role. The DSLs have overall responsibility for safeguarding matters, and to liaise with outside agencies where appropriate.

During term time, or when the setting is in operation, the Designated Safeguarding Lead or Deputy Safeguarding Officer will be available during opening hours for staff to discuss safeguarding concerns. The School will endeavour to organise adequate and appropriate cover arrangements for any out of hours/term activities.

The DSLs and DSOs attend Independent School's Safeguarding meetings and ensure they are up to date with new initiatives and current issues in safeguarding and child protection. It is the responsibility of the Designated Safeguarding Leads to ensure all members of staff in the school and nursery are aware and reminded regularly and annually who these key post-holders are. This is supported by posters displayed around the school and nursery. They will also ensure that the staff within the school and nursery receive on a regular basis, information which enables them to identify safeguarding and child protection matters and respond appropriately.

Although these Designated Safeguarding Leads and Officers are the primary points of contact for members of staff, as they have had additional training and have links with the relevant authorities, **members of staff can and should contact the Local Area Designated Officer (LADO) or the Police directly if they have any concerns that any child is at immediate risk of serious harm.**

If any member of staff within the School feels that the Designated Safeguarding Staff have not responded appropriately to any safeguarding concerns raised, it is important to discuss these concerns with Mrs. Denise Anthony, Headteacher or Mrs. Anne Poole, Proprietor who, if appropriate, will take the relevant action. Alternatively, anyone (staff, parent or pupil) can make a referral directly to Stockport Children's Social Care.

## **6. DUTY OF EMPLOYEES AND VOLUNTEERS**

Every employee and volunteer of the School is under a general legal duty:

- To safeguard and promote the welfare of children.
- To have due regard to the need to prevent pupils from being radicalised and drawn into terrorism.

- To read, ensure they have understood and follow the School's Safeguarding Policy and Procedures, Safeguarding Staff Guidelines, the Staff Code of Conduct and 'KCSIE, September 2016'.
- To know how to access and implement the procedures, independently if necessary.
- To keep a sufficient record of any significant complaint, conversation or event.
- To report any matters of concern to the relevant Designated Safeguarding Lead.
- In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, to speak directly to Children's Social Care.
- To undertake appropriate training regularly. Training will be in line with the advice from Safeguarding Children in Stockport Team.
- To take medical advice if they are taking medication which may affect their ability to care for children and ensure any personal medication is securely stored at all time.
- To be prepared to whistle-blow where there are concerns about the conduct of colleagues or volunteers in respect of their handling of children.

### **6.1. Staff Training**

- All members of staff are trained in Child Safeguarding issues as part of their induction process and receive regular on-going training in line with the Safeguarding Children in Stockport.
- All staff will receive regular refresher training, at appropriate intervals, as and when required, (at least annually), to keep up with any relevant safeguarding and child protection developments. This is provided and required by Safeguarding Children in Stockport or Learning Leads [www.learningleads.org.uk](http://www.learningleads.org.uk) the school will consult with Safeguarding Children in Stockport to determine the most appropriate schedule, level and focus of training.
- The Designated Safeguarding Leads and Deputy Safeguarding Officers receive training every two years and participate in regular sessions, at appropriate intervals, as and when required, (at least annually), to keep up with any developments relevant to their role. Training and updates for DSLs and DSOs will be provided throughout the academic year, facilitated by the Senior Advisor for Safeguarding in Education (Julia Storey).
- Support material and the Safeguarding Children in Stockport policies and procedures are available on the Safeguarding Children in Stockport [www.safeguardingchildreninstockport.org.uk](http://www.safeguardingchildreninstockport.org.uk). An additional good source of advice is provided on the NSPCC website [www.nspcc.org.uk](http://www.nspcc.org.uk).
- On a regular basis, staff will be asked to confirm they are able to locate the School Policy & Procedure relating to Safeguarding and Child Protection, and that they have read and understood their responsibilities as outlined within each of these documents. Staff are encouraged during Morning Briefing and Staff Meetings to raise any queries they have in regards to the School's Safeguarding and Child Protection Policies and Procedures.
- A record of staff training is kept within School, which identifies those who have attended the training and received updates.
- All staff including temporary staff and volunteers, are provided with induction training that includes: The School's Safeguarding and Child Protection Policy, Procedure and Staff Guidelines, The Staff Code of Conduct, the identity of the Designated Safeguarding Leads and Deputy Safeguarding Officers, A copy of 'Keeping Children Safe in Education (KCSIE) Part 1' September 2016 which must be read by all new and existing staff.
- All staff have been made aware of all school and nursery policies and procedure and their location.

### **6.2. Staff Protection**

It is possible to reduce situations in which allegations can occur and help protect staff by promoting good practice. The Staff Code of Conduct provides the standards of professional conduct expected of all staff. Staff should always be open and public when working with pupils. Members of staff who are also parents of pupils in the school should be very mindful of their professional obligations within the social and domestic context.

### **6.3. Use of Mobile Phones, IT Devices and Cameras**

- Parents, Visitors and Pupils are not permitted to take photographs or recordings of a child on their own cameras, mobile phones, tablets or other personal devices unless permission is granted by the parents/carers of all the children and school or nursery.
- The staff working in the School and Nursery are not permitted to take photographs or recordings of a child on their own cameras, mobile phones, tablets or other personal devices. (See Mobile Phone, IT Devices, Social networking and Camera Policy).
- The use of personal mobile phones is only permitted within the School and Nursery Staff Room and Offices. They must not be used in any other area on the School premises.

### **6.4. Online Safety (E-Safety)**

With the increase on online technologies, the School recognises that it is of paramount importance to safeguard children online. In school, the pupils are taught how use the internet responsibly and safely in both ICT lessons and through Community sessions.

The School also operates a filtering and monitoring system to ensure the safety of all pupils and staff. While we believe that children should be protect online, we also believe that it is important not to stifle their learning experience by placing unreasonable restrictions, by overblocking.

Due to the difficulties in monitoring technologies with 3G and 4G capabilities, pupils are not permitted to use their mobiles within the School grounds. We also ask all parents to ensure that they have installed a robust parental control software/App on their child's tablet to limit pupil's access to inappropriate sites/content.

For more information, please see the School's E-Safety Policy.

### **6.5. Whistleblowing**

Whistleblowing is the disclosure or communication of information about possible malpractice by individuals or the School/Nursery. Disclosure can either be internal within the School/Nursery or external to an outside agency.

The school has a culture of safeguarding, raising concerns, valuing staff and reflective practice, where all staff, pupils and parents can speak up without fear of harassment, victimisation, discrimination or disadvantage. Any investigation into allegations of potential malpractice will not influence or be influenced by any disciplinary or other procedures that already affect the member of staff, pupil or parent. (See Whistleblowing Policy).

## **7. SIGNS OF AND FORMS OF ABUSE (These may be present separately or in combination)**

### **7.1. Recognising possible abuse**

- The signs of child abuse are not always obvious, and a child might not tell anyone what is happening to them. Children might be scared that the abuser will find out, and be worried that the abuse will get worse. Or they might think that there is no-one that that can tell or that they won't be believed. Sometimes children don't even realise that what is happening is abuse.

- The School recognises that safeguarding issues can arise out of many different circumstances and that while some pupils may already have suffered or be suffering harm, others may be at risk of suffering harm in the future and therefore the School will need to take steps to prevent this from occurring. The latter may include securing additional support, such as early help intervention, for the child from external agencies.
- A child may suffer because of the actions or inactions of an adult or adults or another child or children.
- Children can be harmed in a number of different ways. Abuse can be physical, sexual and emotional, or it can take the form of neglect. The School will have measures to identify the signs of abuse and address issues arising as a result.
- From serious case reviews it has become apparent that most cases of child abuse have either occurred within the child's own family or by someone they know and with whom they have formed a relationship.
- all staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

## 7.2. Forms of abuse

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet or through gaming). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** 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 and/or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **The following are other specific safeguarding issues (this list should not be seen as exhaustive):** Bullying, Cyberbullying (including Sexting, see E-Safety Policy), Domestic Violence, Drugs and Alcohol, Fabricated or Induced Illness, Female Genital Mutilation (see FGM Guidance), Child Missing from Education (see Children Missing from Education Policy and Procedures), Child Missing from Home or Care, Child Sexual Exploitation (see Child Sexual Exploitation Guidance), Forced Marriage, Traveling to Conflict Zones, Trafficking, Gangs and Youth Violence, Faith Abuse, Gender-based violence / violence against women and girls, Mental Health, Private Fostering, Preventing Radicalisation (see Prevent Duty Policy), Honour-Based Violence, Teenage Relationship Abuse, Self-harm and Suicide.
- **Peer on peer abuse:** Staff should recognise that children are capable of abusing their peers. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

### 7.3. Forms of abuse

The following may be indicators of abuse:

- Noticeable changes in behaviour
- Onset of enuresis (bed wetting) and daytime wetting
- Sleeping and eating disturbance
- Recurrent abdominal pains
- Recurrent headaches
- Social withdrawal
- Restlessness and aimlessness
- Inexplicable school failure
- Poor trust and secretiveness
- Indiscriminate and careless sexual behaviour
- Drug or alcohol abuse
- Running away
- Self-mutilation and other forms of self-harm
- Hysterical fits, faints, etc.
- Drug and/or alcohol abuse
- Unexplained bullying or aggressive behaviour to other children
- Consistent or prolonged absence from school (see Children Missing from Education Policy and Procedures)
- Erratic behaviour
- Unexplained or consistent injuries such as bruises, cut, burns and broken limbs, etc.

For more information, see **Guidance to identify possible signs of abuse** (copies of guidance in School and Nursery staff rooms). Also NSPCC website [www.nspcc.org.uk](http://www.nspcc.org.uk)

## 8. CHILDREN AND FAMILIES WHO WOULD BENEFIT FROM EARLY HELP

Staff should be alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- Has returned home to their family from care; and/or

- Is showing early signs of abuse and/or neglect.

## 9. HELPING CHILDREN TO KEEP SAFE

It is duty of staff to ensure that children learn how to keep themselves safe. We strive to promote an environment where children are encouraged to talk about their concerns. Children should know that in day to day School life, they will be listened to and taken seriously.

The senior pupils have weekly Community sessions (PSHE, RE and Citizenship), and the nursery and juniors have Circle Time. These sessions are used to focus and inform pupils about:

- How to recognise and manage risks in different situations, and how to behave responsibly.
- How to judge what kind of physical contact is acceptable and unacceptable.
- How to recognise when pressure from others (including people they know) threatens their personal safety and well-being, and to develop effective ways of resisting pressure including use of assertiveness techniques.
- Promoting Fundamental British Values.
- Safe use of electronic equipment and access to the internet. The latest resources promoted by the DfE can be found at:
  - [The Safer Internet Centre](#)
  - [CEOP's Thinkuknow](#)
- How to know when and where to get help.

## 10. STAFF RECRUITMENT

Refer to the Safer Recruitment Policy

The School will follow the statutory Safer Recruitment procedures, which are designed to ensure the suitability of employees or prospective employees to work with children. This policy extends to volunteers undertaking regulated activities and requires all individuals concerned to undergo Enhanced DBS and other relevant checks to ensure that their suitability to work with children is properly established before they are able to commence work. For those in teaching and/or management positions, the Department for Education's Secure access portal must be checked to ensure that the applicant is not subject to a prohibition order. The School has a Single Central Register of staff and volunteers, which will be compliant with statutory guidance and ensure that appropriate checks are undertaken.

## 11. PROCEDURES

### 11.1. Initial Concern / Early Help

If a member of staff has any concerns about a child they must complete a note of concern (Appendix 1) and Skin Map (Appendix 2) where appropriate, and immediately raise the matter with the Designated Safeguarding Lead, who will decide whether to make a referral to Children's Social Care or other appropriate agencies (specialist or early help services). It is important to note that any staff member can make a referral to Children's Social Care.

It is important that children receive the right help at the earliest opportunity in order to address risks and prevent issues escalating.

A member of staff who hears a disclosure or is concerned about the welfare of a pupil must:

- Be vigilant in observing the changes in behaviour to the pupils
- Listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place
- Respond to specific concerns at an early stage and report these concerns immediately to the DSL or DSO through a note of concern.
- Reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the relevant Designated Safeguarding Lead who will ensure that the correct action is taken. Although it is important to take the child's wishes and feelings into account when determining what action to take, ultimately the child's best interests and welfare that is most important.
- Not ask leading questions, that is, a question which suggests its own answer
- Keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the relevant Designated Safeguarding Lead.

All Safeguarding records will be filed securely and separately from main pupil files.

**No attempt should be made by staff to conduct an investigation into cases of suspected abuse.** Social Care and the police are responsible for undertaking investigations; inappropriate actions by others may negate or contaminate evidence.

## 11.2. Reporting

All suspicion or allegations of abuse must be reported to the relevant Designated Safeguarding Lead. If there is at any point a risk of immediate serious harm to a child, a referral should be made to Children's Social Care, anybody can make a referral.

If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible.

If it is a child who notices or suspects a safeguarding issue then he/she should report the incident to a member of staff who then reports this directly to the Designated Safeguarding Lead. At the point of referral, a note of concern form should be completed and dated.

If it is a member of staff who notices or suspects, they should complete the appropriate paper work and report this directly to the Designated Safeguarding Lead.

If a child makes allegations against another member of staff, they must be reported in the same way, regardless of understandable feelings of shock or disbelief.

Once a matter has been reported, confidentiality **must** be maintained. **Do not** discuss any safeguarding concerns and fears with pupils, pupil's parents or other staff members.

In circumstances when a child is thought to be 'missing' from school grounds, parents, and where appropriate the police, will be contacted as a matter of urgency.

From October 2015 it is mandatory for teachers to report to the police where they discover an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's DSL and involve children's social care as appropriate.

## 11.3. Preserving Evidence

All evidence (for example scribbled notes, mobile phones, clothing, computers) must be safeguarded and preserved. These would be potentially disclosable to both prosecution and defence lawyers in a court case.

When technology is involved, such as cyberbullying, sexting etc., we will retain the evidence provided by the young person and/or their family (e.g. screen shots/emails/text messages) and use it to support the 'note of concern'. However, we do not search mobile phones or computers to gain further information. Instead we seek advice from the police via the Public Protection and Investigation Unit (0161 856 9931) about gathering evidence.

#### **11.4. Action by the Designated Person**

The action to be taken will take into account:

- The procedures published by Stockport Local Safeguarding Children Board (LSCB) or other Local Safeguarding Boards as appropriate.
- The nature and seriousness of the suspicion or complaint. Where a child has suffered or is at risk of suffering serious harm this will always be referred to the Children's Social Care Team immediately and without further investigation within the school. Where a child is in need this will also be referred to Children's Social Care Team. Where an allegation involves a potential criminal offence the matter will be reported to the Police.
- The wishes of the pupil who has made the allegation, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken that override a pupil's wishes.
- The wishes of the pupil's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the relevant Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- Duties of confidentiality, so far as applicable.
- The lawful rights and interests of the school community as a whole including its employees and its insurers.

If there is room for doubt as to whether a referral should be made, the relevant Designated Safeguarding Lead may consult with the Children's Social Care team or other appropriate professionals possibly on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made immediately, without delay. If the initial referral is made by telephone, the relevant Designated Safeguarding Lead will confirm the referral in writing depending on the requirements of the Local Children's Safeguarding Board (LSCB) procedures.

#### **11.5. External agencies**

**Any person can make a referral to the Children's Social Care Team or to the police.** Whether or not the School decides to refer a particular allegation to the Children's Social Care Team or the police, the person making the allegation will be informed in writing of their right to make their own referral to the Children's Social Care Team or the Police Public Protection Investigation Unit (PPIU) and will be provided with contact names, addresses and telephone numbers, as appropriate.

At the end of any discussion about a child, the referrer and the Children's Social Care social worker should be clear about timescales and any proposed action and who will be taking it, or if no further action will be taken. The outcome should be recorded by the referrer on the relevant forms including the Referral Form.

Children's Social Care should make a decision within **one working day** of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up within **three** working days should information on the referral not be forthcoming, making contact with the relevant manager in the Children's Social Care Team.

If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

## **11.6 Time scales**

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation.

Target timescales are shown below:

- 80 per cent of cases should be resolved within one month.
- 90 per cent within three months.
- All but the most exceptional cases should be completed within 12 months.
- Where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week.
- If the allegation does not require formal disciplinary action, the employer should take appropriate action within three working days.
- If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

## **12. ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST STAFF; INCLUDING VOLUNTEERS AND TEMPORARY STAFF**

**Allegations against staff:** Our procedures follow the guidance in Keeping Children Safe in Education (September 2016) (KCSIE):

- If a child or his/her parent informs a member of staff about abuse by another member of staff or a volunteer working in the school, the person receiving that information should pass it to the Designated Safeguarding Lead.
- Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the DSL will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents and carers will be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing.

- If the allegation is against one of the Proprietors, Headteacher or Designated Safeguarding Leads, this should be reported directly to the Stockport Designated Officer.
- Any referrals concerning a member of staff, including the Proprietor, Headteacher or DSLs will be made without them being informed, unless advised otherwise by the LADO.
- If an employee of Ramillies Hall School has concerns about a member of either teaching or non-teaching staff or volunteer in the school, they should immediately tell the Designated Safeguarding Lead. (unless the Designated Safeguarding Lead is the subject of the allegation)
- Designated Safeguarding Lead will not undertake investigation of any claims made without prior consultation with the Local Authority Designated Officer (LADO) and, in the most serious cases, the police. Any suspicions of abuse will be referred to the appropriate local agency within 24 hours, all unnecessary delays should be eradicated. The rights of individual members of staff to be informed and protected will be upheld. The quick resolution of an allegation against a member of staff or volunteer will be a high priority and all unnecessary delays will be avoided. Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:
  - The safety and welfare of the pupils or pupil concerned.
  - A full and fair investigation.
  - That advice is sought from the LADO and/or police where necessary.

**If there is risk of immediate serious harm to a child, anybody can make a referral to Children's Social Care.**

The School will promptly report to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

The Designated Safeguarding Lead will also report to Ofsted as soon as reasonably practicable, but at the latest, within 14 days, any allegation of serious harm or abuse by any person, living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and the dismissal does not reach the threshold for DBS referral, consideration will be given to making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

**The School will not undertake their own investigation of allegations without prior consultation with the LADO, or in the most serious cases, the police, so as to not jeopardise statutory investigations.** In borderline cases, discussions with the LADO will be held informally and without naming the school or individual.

If there has been a substantial allegation against a member of staff, the School should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practices to help prevent a similar event in the future.

The school has a duty of care to its employees. We will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

From October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so the school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, of the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

### **13. ALLEGATIONS AGAINST PUPILS (PEER-ON-PEER)**

Staff should recognise that children are capable of abusing their peers. They should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), sexting and gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

If a member of staff become aware, or is informed by a pupil or his/her parent/carer about abuse by another pupil in the school, the person receiving that information should immediately complete an incident form and, if appropriate, a note of concern (Appendix 1) and pass it to the DSL. If any member of staff has concerns about abuse of a pupil by another pupil in the school, they should also complete a note of concern (Appendix 1) and pass it to the DSL. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School’s policy on Behaviour and Sanctions will apply.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm through abuse of one or more pupils towards another, this will be referred to local agencies. When disclosures or suspicion about pupil on pupil abuse comes to light all children involved whether perpetrator or victim, are treated as being ‘at risk’. Please refer to the School’s Anti-Bullying Policy.

### **14. ALLEGATIONS OF HISTORIC CHILD ABUSE**

The abuse of a child is a singularly traumatic experience for the victim and consequently it may not be reported until much later. If the alleged abuse refers to a pupil or member of staff who is no longer at the School, a note of concern will be completed, given to the DSL who will contact the LADO immediately and will refer the matter to the Police.

### **15. LOOKED AFTER CHILDREN**

The school will ensure that the staff have the necessary skills, knowledge and understanding to keep safe children who are looked after by a local authority. A designated member of staff will be responsible for their welfare and have the up to date assessment information from their local authority; this will include their looked-after legal status, (whether they are looked after under voluntary arrangements with consent of parents or an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. The school should also have information about the child’s care arrangements and levels of authority delegated to the carer by the authority looking after him or her. The Designated Safeguarding Lead should also have the details of the child’s social worker and the name of the virtual school head.

### **16. SAFEGUARDING CHILDREN WITH SPECIFIC NEEDS**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff should be aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children who have suffered or are likely to suffer significant harm should be reported to Children’s Social Care immediately whereas children who are in need of additional support from one or more agencies should lead to

inter-agency assessment using local processes, including use of the 'Common Assessment Framework (CAF) and 'Team Around the Child' (TAC) approaches. Decisions to seek support for a child in need would normally be taken in consultation with parents and pupils; however, parental and child consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

## 17. CHILDREN IN NEED OF ADDITIONAL SUPPORT

Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments processes, such as the Common Assessment Framework (CAF) and Team Around the Child (TAC) should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

### 17.1. Common Assessment Framework (CAF) and Team Around the Child (TAC)

The Common Assessment Framework (CAF) is a process for gathering and recording information about a child for whom a practitioner has concerns, identifying the needs of the pupil and how the needs can be met. The early help assessment should be undertaken by a lead professional (General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator) who should provide support to the pupil and family, act as an advocate on their behalf and coordinate the delivery of support services. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the pupil and their family.

#### The Four Step Common Assessment Process:

- 1. Identify the needs early:** staff should complete a CAF pre-assessment checklist to identify whether the pupil may have additional needs. They may discuss the situation with the pupil, possibly involving the parents/carers, unless this is inappropriate. The member of staff must check whether the pupil has already had a common assessment in the past. Once the member of staff has reviewed all the information, they can decide whether a common assessment is the way forward and will need agreement from the pupil and/or their parent/carer.
- 2. Assess those needs:** staff should gather and analyse information on the pupil's strengths and needs using the CAF. The member of staff must have discussions with the pupil, and their family, if appropriate, and bring in information other members of staff have provided about the pupil. This information must all be recorded onto the CAF form, signed by the pupil or parent on the final version of the assessment form.
- 3. Deliver integrated services:** determining a plan and delivering interventions to meet those identified needs. This is all recorded on the CAF form. If a multi-agency response is required then the member of staff must form a TAC to agree a lead professional if relevant, the actions to be taken to meet the needs, how the integrated services will be delivered and the process for monitoring and review.
- 4. Review progress:** reviewing the actions and delivery plan. Identifying further actions where necessary and supporting the pupil's transitions. If the needs are found not to be met, the lead professional must go back to stage three. If the needs have been met, the case will be closed.

## 18. CHILDREN MISSING FROM EDUCATION

A child going missing from education is a potential indicator of abuse and neglect, including Child Sexual Exploitation, Female Genital Mutilation (FGM), Forced Marriage and travelling to conflict zones. The school operates a robust registration procedure (see Attendance and Truancy Policy) to ensure that pupils absences are carefully monitored. A note of concern is made of any incident of a pupil missing from education and passed to the Designated Safeguarding Lead. (See Children Missing from Education Policy and Procedure, FGM Guidance, Child Sexual Exploitation Guidance and Prevent Duty Policy).

## 19. SUSPECTED HARM FROM OUTSIDE SCHOOL

A member of staff, who suspects that a pupil is suffering harm from outside the School, should seek information from the child with tact and sympathy using “open” and non-leading questions. A note of concern should be made of the conversation and the matter should be promptly referred to the Designated Safeguarding Lead.

## 20. VISITORS

When receiving visitors onto the school premises, all members of staff must ensure:

- That guest speakers/visitor are checked for suitability according to the PREVENT Duty Guidance 2015. (See Prevent Duty Risk Assessment - Visiting Speakers)
- Their visitor understands and adheres to the Visitors Procedures (these can be sent out in advance). This includes signing in and out in the School or Nursery Offices. (see Visitors Procedures)
- That all visitors are appropriately supervised whilst on the school premises.

## 21. SPECIFIC SAFEGUARDING ISSUES

In order to prevent violent extremism, the School is committed to contributing to community cohesion and reducing the likelihood that its pupils may become radicalised. If a member of staff has any concerns that pupils may be subjected to or involved in the above or in any of the following: Female Genital Mutilation (see FGM Guidance), Child Sexual Exploitation (see CSE Guidance), Forced Marriage, Travelling to Conflict Zones (see Children Missing from Education Policy) they are required to report them to the Designated Lead in School using the Note of Concern. The Designated Lead will then contact the Stockport Safeguarding Children Unit (0161 474 5657) for further advice and support. If a pupil is suspect as being a high risk of radicalisation a referral should be made direct to Stockport Channel Panel on 0161 474 5657 (see Prevent Duty Policy).

## 22. WHISTLEBLOWING

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. If the issue is regarding child protection, the NSPCC operates a Whistleblowing helpline (see below in Contact Details for Local Offices).

## 23. INFORMATION FOR PARENTS/CARERS

It is made very clear to all parents/carers that all our staff at Ramillies Hall School are committed to safeguarding and promoting the welfare of children and young people. A statement to this effect is included on our website. We also display our commitment to safeguarding in our entrance hall.

## 24. CONFIDENTIALITY

All Safeguarding records are kept separately from other records in the School and are stored in a locked cabinet. A Safeguarding File Front Sheet form should be completed. The Designated Safeguarding Leads and deputies have access rights to these documents. When necessary they may be shared with other relevant members of staff but this is a decision taken by the Designated Safeguarding Lead. However, they must always be read in School and then placed immediately back in the locked cabinet. **Copies must not be taken.**

Information on safeguarding cases will only be shared within the School with those to whom it is relevant.

## 25. TRANSFER OF RECORDS

When a pupil leaves the School, copies of their safeguarding records are taken by hand or sent securely to the receiving school separately from the child's other school records. Records are not sent unless it has been confirmed that the child has taken up their new place. If this confirmation is not received we would retain the file indefinitely. We would inform Services for Young People (SFYP), supported either by phone or an SFYP referral form, that the child was no longer at our school.

When a child joins the School and records from the previous School indicate the child is subject to a Child Protection Plan, the Designated Team will notify Services for Young People (SFYP) immediately. If no Child Protection records are received from the child's previous school then a member of the Designated Team will contact the Designated Person at the prior School to request the records be sent immediately.

## 26. ARRANGEMENTS FOR REVIEWING THE SCHOOL'S SAFEGUARDING AND CHILD PROTECTION POLICIES AND PROCEDURES AND STAFF GUIDELINES

### POLICY AND PROCEDURE REVIEW

This document will be reviewed annually by the Proprietor and the Designated Safeguarding Leads. They will also scrutinise the procedures and the efficiency with which duties have been discharged. Any deficiencies or weaknesses in the policy, procedures or arrangements will be remedied without delay.

Written By	Clare Thomas and Charlotte Poole
Reviewed	September 2016
To be Reviewed	September 2017

**CONTACT DETAILS FOR LOCAL OFFICES****SOCIAL CARE CONTACT NUMBERS**

Initial point of contact:

**STOCKPORT**

Stockport Safeguarding Unit and LADO – 0161 474 5657 out of hours: 0161 718 2118

Stockport Channel Panel – 0161 474 5657 (ask for Julia Storey who is the single point of contact for education)

Children’s Social Care (MASSH – Multi Agency Safeguarding and Support Hub) 0161 217 6028 Emergency out of hours: 0161 718 2118

<b>MANCHESTER</b> Contact Centre: 0161 234 5001	<b>DERBYSHIRE</b> Children’s Social Care: 01629 533190 (office hours and out of hours)
<b>CHESHIRE EAST</b> Children’s Assessment Team: 0300 123 5012 Emergency Duty Team (out of hours): 0300 123 5022	<b>CHESHIRE WEST</b> Children’s Social Care: 01606 275099 (out of hours 01244 977277)
<b>TAMESIDE</b> Children’s Hub: 0161 342 4008/ 4187/ 4206/ 4210 Emergency out of hours: 0161 342 2222	<b>TRAFFORD</b> MARAT (Multi-Agency Referral and Assessment Team) General Helpline: 0161 912 5125 Emergency out of hours: 0161 912 2020
<b>SALFORD</b> Contact Multi-Agency Safeguarding Hub (MASH) 0161 6034500	<b>ROCHDALE</b> Children’s Social Care 0845 226 5570 (out of hours 08451212975)
<b>WARRINGTON</b> Contact Centre: 01925 443400 (out of hours 01925 444400)	

**ADDITIONAL CONTACT DETAILS****Ofsted (Early Years)**

Piccadilly Gate, Store Street, Manchester M1 2WD, Tel 0300 123 1231

Our Ofsted reference number is EY 288201

Disclosure and Barring Service email: [customerservices@db.s.gsi.gov.uk](mailto:customerservices@db.s.gsi.gov.uk) Tel: 0870 909 0811

Address for Referrals: PO Box 181, Darlington, DL1 9FA, Tel 01325 953795

**CHILDLINE:** 0800 1111**NSPCC Child Protection Helpline:** 0808 800 5000**NCPC Whistleblowing Advice Line:** 0800 028 0285**Greater Manchester Police Public Protection Investigation Unit (PPIU)**- for consultation about crime-related safeguarding concerns: [stockport.ppiu@gmp.pnn.police.uk](mailto:stockport.ppiu@gmp.pnn.police.uk)

Up-to-date guidance and practical support on specific safeguarding issues can be found on the TES, MindEd and the NSPCC websites.

## APPENDIX 1

RAMILLIES HALL SCHOOL AND NURSERY  
SAFEGUARDING NOTE OF CONCERN

This form is to be completed on all occasions when there is cause for concern in relation to the welfare of a child and given to your Designated Safeguarding Lead.

Pupil Name:		Class/Group:		Date of Incident:	
DOB:		Reported to:		Date & Time Report Completed:	
<p><b>Issue:</b> Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Any witnesses. Please keep the account very factual. If you are reporting a potential incident of physical abuse remember to include a body map if necessary and record clearly marks on the child.</p>					
<p>(Please continue on the back if necessary)</p>					
How did you become aware of the issue? (please circle)		Observation		Disclosure	
Outcome: Please include the outcome of the discussions with parents/carer where this is appropriate					
Signed:				Date:	
Discussed with Designated Safeguarding Lead:		Yes		No	
Form passed to Designated Safeguarding Lead:		Yes		No	
Date passed to Designated Safeguarding Lead:					
<b>To be completed by the Designated Safeguarding Lead</b>					
Further action: (briefly describe)					
No further action	Continue to monitor	Complete CAF	Convene TAC	Refer to Children's Social Care/Police	
Signature of DSL:				Date:	

APPENDIX 2



**SKIN MAP** – used by **non-medical staff** to assist you in reporting your concerns.  
**THIS IS NOT A MEDICAL ASSESSMENT.**



Pupil Name:

Date marks noticed:

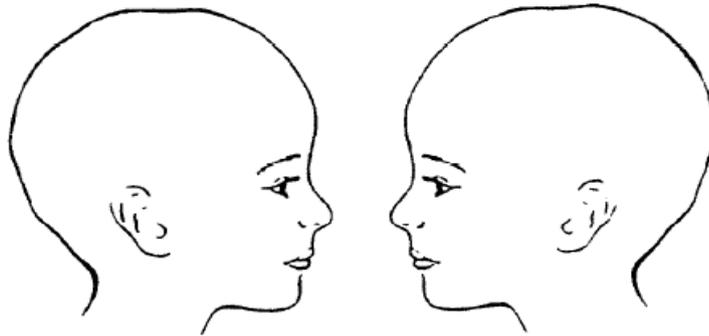
Recorder by:

Role:

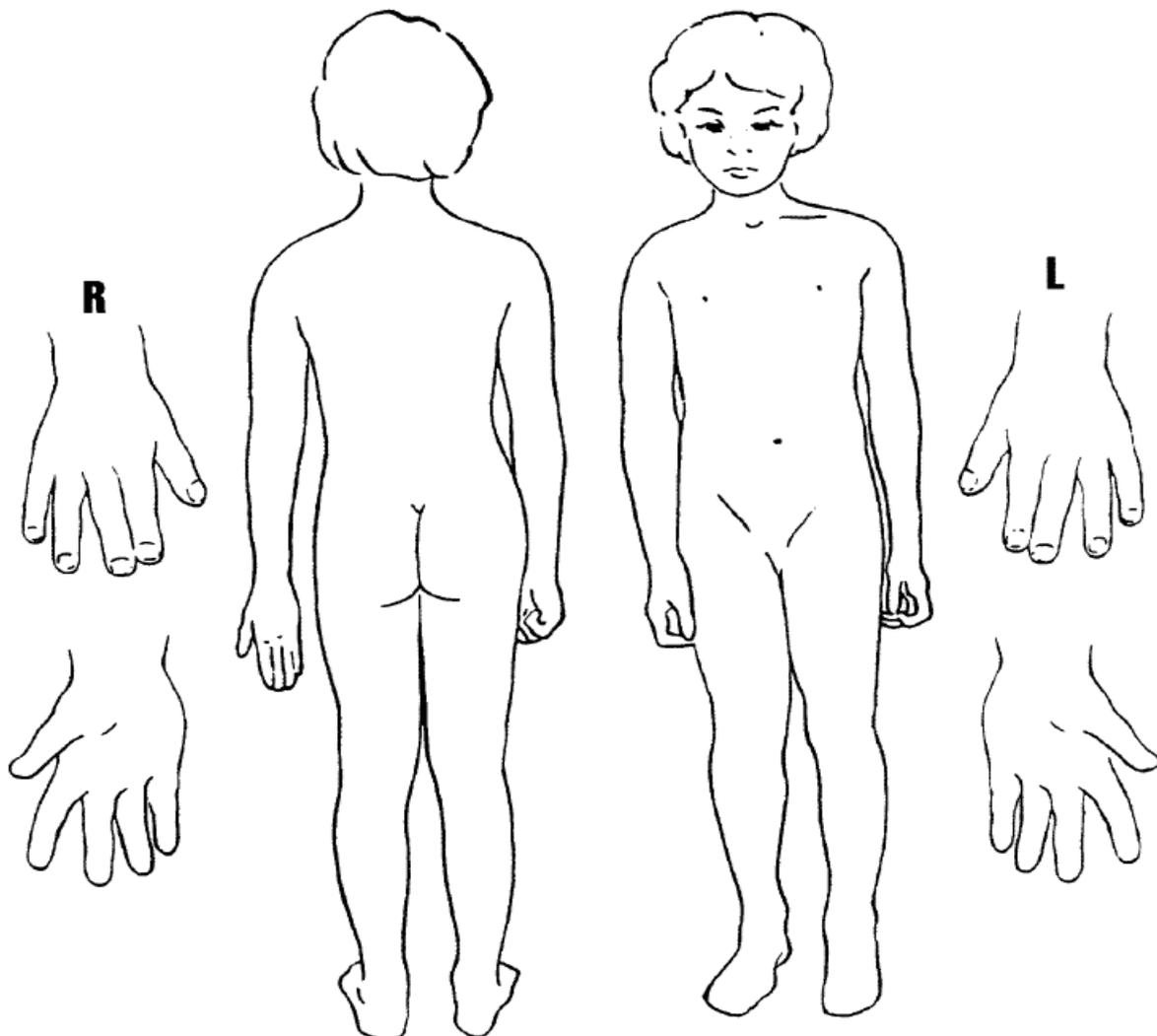
Report passed to:

(Please record the size, shape, location and colour of the mark **if** you have seen something). **Do not ask a child to show you a mark.**

Signed:



Date:





**APPENDIX 3**

**RAMILLIES HALL SCHOOL AND NURSERY  
SAFEGUARDING FILE FRONT SHEET**



Pupil name:		DOB:	
Any other names by which the child is known:			
Home address:		Current address or other address: (please include details of arrangements if required)	
Telephone number:			
Family members i.e. parents/carers/siblings:			
Name	Relationship	Address	School details
Date file started:		Date closed:	
Are record held in school relating to other connected children?		Yes	No
Contact details of other key professionals:			
Name	Agency	Address	



APPENDIX 4

DESIGNATED SAFEGUARDING LEAD INDEX OF ACTION/CONTACTS



<b>Pupil Name:</b>		
<b>Date of Birth:</b>		
Date	Details	Signature

APPENDIX 5



DESIGNATED SAFEGUARDING LEAD DETAILED RECORD OF ACTION



<p><b>Pupil name:</b></p> <p><b>Date of Birth:</b></p>	
<p><b>Date</b></p>	<p><b>Details</b></p>
<p><b>Signature:</b></p>	



APPENDIX 7

RAMILLIES HALL SCHOOL AND NURSERY  
WHAT TO DO IF YOU ARE CONCERNED FLOWCHART

