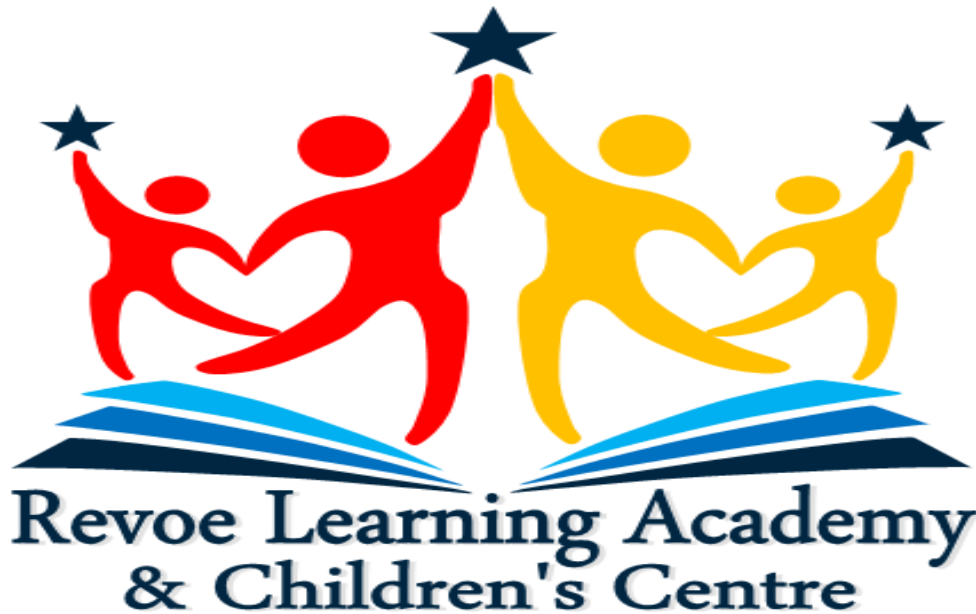


Our Safeguarding Children Policy

September 2016



Quick names and contacts for you:

- Our Academy Main Office, 01253 763414 / Children's Centre 01253 798016
- Kathryn Bastow and Stephanie Swinson are the Designated Safeguarding Teachers for RLA
- Child Protection Governor - Alana Frith, Chair of Governors, Andrew Storey supports this role.
- Carly Thornton is the Designated Safeguarding Person for our Children's Centre
- Julie Evans is the Deputy Designated Safeguarding Person for our Children's Centre
- Alison Turner, Catherine Walters, Rachel Irving & Bobbie Gritt are our Designated Persons
- Dayle Harrison, Headteacher on 01253 763414
- Social Care: 01253 477299
- LADO: 01253 477541
- On Line Safeguarding Teacher: Heather Taylor
- <http://proceduresonline.com/panlanacs/scb/>
- <http://www.blackpollscb.org.uk>

At RLA and Children's Centre we are committed to safeguarding and promoting the welfare of all children, in line with the duty placed on us by section 175 of the Education Act 2002.

We strongly believe that all children have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children.

If you have a concern outside the working day

Phone Children's Social Care 01253 477299 or the Police tel: 101 /999 or NSPCC tel: 0808 005000

Scope of our Commitment: At RLA, safeguarding encompasses child protection, safer recruitment, managing allegations against staff, as well our approach to the Getting It Right Team Framework. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from RLA and our response to the use of technology and our health and safety procedures. These are documented in separate policies.

Governors and Blackpool Multi-Academy Trust (MAT)

The RLA Governing Body and MAT ensure that RLA complies with their duties under legislation. They have regard to this guidance to ensure that the policies, procedures and training at RLA are effective and comply with the law at all times. (See Part Two Keeping Children Safe in Education September 2016)

Our Safeguarding Governor is Alana Frith, supported by Andrew Storey.

They ensure that appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

The Headteacher

Our Headteacher, Dayle Harrison, ensures that policies and procedures, adopted by governing bodies regarding Child Protection and Safeguarding are followed by all staff.

The Designated Safeguarding Lead

Our Designated Safeguarding Lead, Kathryn Bastow, supported by Stephanie Swinson and Carly Thornton as Deputy Designated Safeguarding Leads, take the lead responsibility for safeguarding and child protection at RLA and CC. (See Annex B Keeping Children Safe in Education, September 2016). All are trained to at least Level 2 CP Standard.

All Staff and Volunteers

Staff members and volunteers working with children are advised to maintain an attitude of '**it could happen here**', where safeguarding is concerned. When concerned about the welfare of a child staff members should always act in the best interests of the child.

We have a clear commitment to supporting the child. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

Child Protection Procedures: At RLA and CC, we follow the policies and procedures generated by Blackpool's Local Safeguarding Children Board. BSCB is live and online .

Blackpool Child Protection Procedures

The Pan-Lancashire Child Protection Procedures:

<http://proceduresonline.com/panlancs/scb/http://www.blackpollscb.org.uk>

All staff must be aware of the RLA systems which support safeguarding. These systems and procedures are shared at staff induction. All staff have a copy of a flow chart showing our Child Protection procedures, these are also available in each classroom and throughout our site to support staff.

1. When staff receive a disclosure or notice something which leads them to suspect that abuse may have taken place the information is recorded electronically on our 'CPOMS System.'

Level 3 /4 of Thresholds (Appendices 6a/b)

In the instance of a staff member having a concern about unusual or unexplained changes in a child's appearance, behaviour, attendance or basic needs - Level 3/4 of Thresholds (Appendices 6a/b) - then the staff member has a duty to report the concern verbally to the Designated Safeguarding Teacher as soon as possible. The Designated Safeguarding Teacher(DST)/Safeguarding Team will record the information electronically on the 'CPOMS System' and advise the member of staff reporting the concern on any further actions they may need to take.

If physical abuse is suspected, a 'skin map' must be used to record the details and extent of any injury that has been noticed, these are available on the 'CPOMS System.'

The DST will contact the LADO / Police if a child has received / alleged to have received physical injury because of an alleged incident involving an RLA employee, volunteer or visitor.

The Designated Safeguarding Teacher will complete the RLA procedures (Appendix 4) or allocate an appropriately trained member of the Safeguarding team to complete the procedures. If for any reason this procedure is completed by another member of the safeguarding team, they must inform the DST and log the action onto CPOMS. The outcomes of Level3/4 referrals are followed up by the person submitting the initial referral.

If after a referral the child's situation does not appear to be improving the DST will liaise with Children's Social Care and if necessary will follow the 'Concern Resolution Protocol.'

Level 2 of Thresholds (Appendices 6a/b)

In the instance of a staff member having a concern about unusual or unexplained changes in a child's appearance, behaviour, attendance or basic needs - Level 2 of Thresholds (6a/b) - then the staff member has a duty to record the concern electronically on the 'CPOMS System' or Children's Centre form/Family file if working with non-Academy families). The Engagement Officers will check the 'CPOMS System' daily for concerns and liaise with the relevant staff regarding appropriate follow up actions/next steps. Any follow up action must be recorded by the person undertaking the action onto the 'CPOMS System.' .

In the event of a technical problem with the 'CPOMS System', the member of staff must complete a 'Note of Concern' (Appendix 2 form) and/or Body Map paper copy (Appendix 3) and must pass in a sealed envelope to the Designated Officer as soon as possible. This record should include:

- The date and time of the observation/disclosure
- An accurate description of any injuries/marks.

Staff must ensure that it is passed to a member of the Engagement Team. The Engagement Officer will advise of any further actions needed and the Engagement Officer will record the concern onto the 'CPOMS' system, when the technical problem has been resolved.

When technology is involved we 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 'log/note of concern'.

However, we do not search family mobile phones or computers to gain further information. Instead we seek advice from the Police via the Public Protection and Investigation Unit (01253 604080) about gathering evidence.

1. When Level 3/4 concerns are raised, the DST follows the procedures endorsed by Blackpool's Local Children Safeguarding Board, which are described in the flow-chart and step by step action that is displayed (Appendix 4). Action must be taken within the same working day and as early as possible.
2. Where abuse is suspected (Level 4 threshold) a referral will be made to Social Care (01253 477299) by the Designated Level 2 Team (directed by the DST/DDST). The expectation is that a verbal referral will be supported in writing, usually by the completion of the Getting it Right Level 4 form, in line with Local procedures (Appendix 6). The supporting documentation should be e-mailed or faxed to the Duty Team on (01253 477009) who will decide the outcome of the referral.

The content of the referral will be discussed with parents/carers *where this is appropriate*. Advice may be sought from Children's Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse or fabricated illness are suspected. Staff **must not** discuss any issues with parents/carers unless they are told to do so by the Designated Teacher/ Officer.

Children's Social Care will then lead the process which could involve the children going onto child protection plans or for assessment. If a referral is passed to Early Help Team they will determine the best course of action and which professionals are best placed to deal with the issues

NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.

NO CHILD SHOULD BE TOUCHED, CHECKED OR EXAMINED unless directed by Social Care and carried out by at least 2 members of staff, one of whom must be from the Designated Team.

Social Care and the Police are responsible for undertaking investigations. Inappropriate actions by others may negate or contaminate evidence.

At RLA and CC, staff must co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation.

Throughout this process, the Designated Team can seek advice from:

Social Care (01253 477299) - (may need to speak to the Senior Practitioner/Duty Social Worker)

The Safeguarding Board/LADO (01253 477541) in relation to allegations

Training and Support

- All staff members, volunteers and governors receive appropriate safeguarding and child protection training which is regularly updated and at least annually. In addition, all staff members receive updates as required. An annual update of procedures is timetabled into our INSET programme.
- All members of staff are trained in Blackpool Safeguarding Child Protection as part of their induction process and continued professional development (3 year cycle).
- Training and support is informed by Keeping Children Safe in Education (September 2016) and other relevant documents.
- Legal advice and updates are also procured through Browne Jacobson solicitors.
- Support material for all staff and the BSCB policies and procedures are available on the Blackpool's SCB website. <http://www.blackpoolsqb.org.uk>
- The procedures relating to all aspects are discussed with all staff regularly and staff are 'quizzed' on them and associated scenarios on **at least a half termly cycle.**

- A record of staff training is maintained, which identifies who has attended training and the content of the session.
- A set of the most recent training materials is available for all RLA and CC staff on Google Drive or via the Academy office.
- A number of staff have training which supports our commitment to safeguarding such as: First Aid at Work, Paediatric First Aid, Fire Warden, Evolve etc. (A list of staff qualified in First Aid at Work, Paediatric First Aid and Fire Warden duties are displayed around the site).
- Recruitment processes include safeguarding tasks, questions and checks eg Section 128 checks.
- Our Nominated Governor is updated regularly and in turn reports relevant information termly about safeguarding to the Governing Body. Safeguarding is a standing item on the termly full Governing Body and CC Advisory Board agendas.
- Training including Safer Recruitment is also provided by the BSCB and Human Resources to support the governors and senior staff in their role.

Early Support

All staff are prepared to identify children who may benefit from early help and understand their role in the process. Early help means providing support as soon as a problem emerges at any point in a child's life. The staff at RLA and CC are committed to multi-agency working to support the 'Getting it Right Process'. Where it is deemed that children require additional support, staff at RLA, we will:

- Discuss their concerns with parents/carers
- Complete or update a Getting it Right Process. (Level 2 families- support plan devised and actions undertaken; Level 3 families - GIR submitted to the 'Front Door' for consideration of further support. The RLA engagement team continue to offer support throughout this process.
- Convene or take part in meetings with families and relevant agencies.
- Call an Engagement Meeting if parents/carers are unwilling to engage with the process
- Monitor the child's progress and raise the issue to the level of Child Protection if this is necessary

All of our work at the level of 'Getting it Right Process' is conducted with the support and full knowledge of our parents/carers. Where it is appropriate, we also involve the child in discussions and gain the child's views. All the documents to support the 'Getting it Right Process' are available through the Blackpool Council Website.

GIR - Training and Support

Members of staff who are likely to complete the Getting it Right Process and/or take on the role of Lead Practitioner are appropriately trained by the BSCB team.

Information for Parents/Carers

It is made very clear to all parents/carers that all our staff are legally obliged to follow up any concerns they may have around child protection. A statement to this effect is included in our prospectus, Nursery Information booklets and on our website. We also display our commitment to safeguarding in our entrances.

We work with parents to support them and their children at the earliest point. We liaise with them, attend relevant meetings and offer relevant support where appropriate.

Confidentiality/Records

Staff must only share information regarding a child with relevant professionals within RLA. All staff must adhere to our Confidentiality procedures. Our Engagement Team following the direction of our Designated Safeguarding Teachers/Officers liaise with relevant external agencies.

All child protection records are kept stored in a locked cabinet inside a locked room. The Designated Teacher/Person and relevant Level 2 personnel have access to these. When necessary, they may be shared with other relevant members of staff and then placed immediately back in the locked cabinet. However, they must always be read on site (notes can be made to take to meetings out of school but must then be shredded.)

When a child leaves RLA, their child protection records are sent to the receiving organisation separately from the child's other school records. A receipt form is completed upon delivery of Child Protection records. However, such records are not sent unless it has been confirmed that the child has taken up their new place.

If confirmation is not received we retain the file indefinitely and inform the Pupil Welfare Service, via a password protected e-mail supported by phone or an Pupil Welfare Referral form, that the child was no longer at RLA, just as for all children who are either missing from school with no explanation for 10 consecutive days or earlier if there is a cause for concern. We follow the joint protocol. '**Children and young people who runaway or go missing from home or care**' - see BSCB online.

The Children's Centre follow file transfer process as part of their record keeping guidance. For Nursery children missing from sessions, contact is made with the family members, emergency contact numbers and other agencies if deemed appropriate.

Definitions

Source: 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (September 2016)

All RLA 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.

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.

Children Acts 1989 and 2004 define a child as anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Development means physical, intellectual, emotional, social or behavioural development.

Health includes physical and mental health.

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse is actual or likely significant harm.

Abuse and Neglect are forms of maltreatment.

"**Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016**' defines abuse as follows:

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/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, 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. 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). Sexual abuse is not solely perpetrated by adult males. Women and other children can also commit acts of sexual abuse.

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 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/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.

Specific safeguarding issues

All staff have access to information to raise awareness of safeguarding issues- some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and 'sexting' put children in danger.

All staff are made 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), gender based violence/sexual assaults and 'sexting'.

Preventing Violent Extremism

At RLA and CC, we are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised. To support this process, our staff report any concerns they have about our children in this respect to the DST in RLA and CC using the 'note of concern'. The Designated Teacher will seek guidance from Channel staff (dial 101, request Channel contact) or BSCB online and will then contact relevant personnel for further advice and support.

What is Prevent?

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

PREVENT: Objectives of PREVENT (The three I's)

- Respond to the ideological challenge of terrorism
- Prevent individuals from being drawn into terrorism
- Work with sectors and institutions where there are risks of radicalisation

At RLA, the single point of contact for Prevent is the DST, whose role is to:

- Assess risk of radicalisation within RLA
- Assess risk of children being drawn into terrorism
- Develop an action plan to reduce the risk
- Train staff to recognise radicalisation and extremism
- Work in partnership with other partners
- Establish referral mechanisms and refer vulnerable people to Channel
- Maintain records and reports to show compliance
- Prohibit extremist speakers and events
- Manage access to extremist material

The risk of radicalisation is the product of a number of factors and identifying this risk requires that practitioners exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Some children may be at risk due to living with/being in direct contact with known extremists. Such children may be identified by the police or through Multi Agency Public Protection Arrangements (MAPPA) processes. (See Annex A Keeping Children Safe in Education, September 2016)

Preventing Child Sexual Exploitation (CSE)

At RLA and CC, we are committed to contributing to support local and national bodies as they work to reduce CSE. To support this process, our staff report any concerns they have about our children in this respect to the DSP using 'CPOMS/note of concern'. The DSP will seek guidance from BSCB online and will then contact relevant personnel for further advice and support.

What are the signs?

Children/young people who are the victims of CSE often do not recognise that they are being exploited. However, there are a number of telltale signs that a child may be being groomed for CSE including:

- going missing for periods of time or regularly returning home late
- regularly missing school or not taking part in education
- appearing with unexplained gifts/new possessions/associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour.

(See Annex A Keeping Children Safe in Education, September 2016)

Female Genital Mutilation (FGM)

All staff are made aware to the possibility of a girl being at risk, or already having suffered, FGM.

• Indicators:

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place can be found in Multi Agency practice Guidelines.

• Actions:

If staff have a concern they should report to the Designated Safeguarding Lead who will activate local safeguarding procedures. RLA is aware that from October 2015, mandatory reporting commenced and as members of staff in education we must report cases or suspected cases of FGM to the police (call 101). Further Government guidance can also be found at:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

(See Annex A Keeping Children Safe in Education, September 2016)

Domestic Abuse Reports/ Police Incident Reports

The HT receives DV/Police reports from the LA which are forwarded to them by the Police/Pupil Welfare Service. These are shared in all cases with the relevant Level 2 CP/Safeguarding staff. Discussions will follow with this group as to the appropriate way to deal with a report. One copy of the reports are kept in a secured folder. Reports that are emailed are deleted after a single copy is printed. The single copy is then stored in a file within a locked cabinet in a locked room.

Domestic abuse within BSCB is any incident or threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional between adults who are, or have been, intimate partners or family members, regardless of gender or sexuality. It includes Forced Marriage, Honour Based Abuse and Female Genital Mutilation.).

Looked After Children

Kathryn Bastow is our Designated Teacher for 'Looked After Children', supported by Sherril Lovatt, LAC Governor

Children who are Privately Fostered

A privately fostered child is a child under 16 (or 18 if Disabled) who is cared for by an adult who is not a parent, grandparent, aunt, uncle, step parent (including civil partnerships), sister or brother and where the child is to be cared for in that person's home for 28 days or more.

If we become aware of any such situation within Blackpool, we notify the Local Authority on 01253 477299.

Children Missing From Education

Attendance is monitored on a daily basis and procedures are in place, including liaison with the Pupil Welfare Service, Children's Social Care and the Police where appropriate, for any child deemed to be missing from education. (See Annex A Keeping Children Safe in Education, September 2016)

Special Educational Needs and Disabilities

Children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. RLA recognises the fact 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; and
- communication barriers and difficulties in overcoming these barriers.

Safer Recruitment

At RLA and CC, we are committed to the safer recruitment practices outlined in Safeguarding Children and Safer Recruitment in Education (2007) and Keeping Children Safe In Education (September 2016).

We ensure that all appointments at RLA are made by a panel which comprises of at least one person who has completed the 'safer recruitment' training package. RLA holds a copy of the certificates of everyone who has been trained within their organisation.

Our safer recruitment practices include:

1. Ensuring that all our adverts include a statement which explains our commitment to safeguarding children
2. Displaying our commitment to safeguarding both visually in RLA and on our website
3. Ensuring that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children
4. Discarding any applications that are made by any applicant who submit a CV instead of the required application form
5. Requesting references prior to interview, using a detailed reference request form
6. Scrutinising the application form and references, to identify any gaps in employment, or inconsistencies in the information presented. We use this information to formulate candidate specific questions that will be used during the interview.
7. Checking the validity of qualifications
8. Checking the identity of the individual concerned
9. Checking the eligibility of the candidate to work in the UK.
10. Asking specific questions during the interview that relate to safeguarding children. We expect candidates to discuss individual experiences rather than talking hypothetically.
11. Collecting the information in relation to Disclosures and Barring (Disclosures and Barring Service)
12. Discussing any self-declared information with a candidate in a non-prejudicial way during interview
13. Reserving the right to call candidates back for further questioning if anything emerges either through the DBS process or late references.
14. Reserving the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose (For further guidance refer to: part three of 'Keeping Children Safe in Education September 2016.')
15. Procure and utilise independent best advice from HR Services, Blackpool and our legal provider, Browne Jacobson.

In addition :

- we maintain our single central record (SCR) for our own employees, volunteers (including adults and students who are on a work placement) and Governors.
- have a clear process in line with Statutory guidance: Regulated Activity (Children)- supervision of activity with children which is regulated activity when unsupervised.

- We have appropriate local arrangements in place for any visits by people in a perceived 'position of authority' and that they are actively implemented as required....See BSCB online.
- ensure that all visitors to RLA and CC are met at Reception and are given a visitors' pass/badge. There may be some cases where this does not happen (eg: refuse collection) but these exceptions are listed in the arrangements stated above see (b)
- ensure that where appropriate (LA officers/contractors) visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties.
- any college student/ volunteer placements in the CC's have DBS check undertaken centrally before being deployed in CC.
- Our Headteacher, leaders and the Governing Body access Safer Recruitment courses provided by the Local Authority. They also keep themselves abreast of developments via the LA training/briefing sessions and supporting documentation.
- In the case of a new staff member who is awaiting clearance, a Pre Employment Risk Assessment will be completed before the staff member commences their post.

Managing allegations against members of staff or volunteers

All the staff at RLA and Children's Centre are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headteacher. They are also informed of the purpose of the Whistleblowing Policy. If the concerns are about the Headteacher they are aware that they report the matter to the Chair of Governors.

When an allegation has been made against a member of staff, the Headteacher will consider whether the allegation suggests that the individual has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates that s/he is unsuitable to work with children

If any of the above may have happened, the Headteacher must record the concerns, and contact the Local Area Designated Officer (LADO: 01253 477541) to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to complete related forms or treat the matter internally via other policies (eg. disciplinary/capability). For additional information about the process we refer to HR.

As an Academy and CC, we recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) under section 35 of the Safeguarding and Vulnerable Groups Act (2006) for their consideration about whether a colleague should be barred from the children's workforce. We would make a referral when both conditions set out in the Referral Guidance provided by the DBS on www.gov.uk/disclosure-and-barring-service are met.

E-Safety - Social Media Guidance

All the staff at RLA and Children's Centre are aware that they have a duty to protect themselves, children and the families they serve, fellow RLA colleagues and their employer in relation to E-Safety. BSCB Social Media guidance is provided in our E-Safety policy. (See Annex C Keeping Children Safe in Education, September 2016)

The Wider Safeguarding Agenda

This policy and procedures should also be read in conjunction with the following

- Behaviour management including Anti - bullying and harassment
- Positive Handling Plan
- Health and Safety
- Restrictive Physical Intervention
- Community Cohesion
- Record Retention Guidelines for Schools
- Managing Medical Conditions
- Special Educational Need and Disability
- Equal Opportunities
- Race Equality
- Attendance
- Complaints Procedure
- Curriculum
- Code of Conduct
- Educational Visits
- First Aid
- CC Outreach and family support guidance
- Governing Body and Committee Papers
- Home School Agreement
- Intimate care/changing
- EYFS Welfare requirements
- HR policies agreed by the Governing Body

All guidance online in The Pan-Lancashire Child Protection Procedures

<http://proceduresonline.com/panlancs/scb/>

<http://www.blackpoolscb.org.uk>

Serious Case Reviews

At RLA and CC, we are committed to taking account of any recommendations that are made from local and national Serious Case Reviews and consequently share appropriate recommendations with relevant staff. We are aware that we may become involved in a Serious Case Review and we are committed to supporting the process. As such, we will ensure that the files and records that pertain to a child involved in an incident that may lead to a Serious Case Review are preserved on site and we will co-operate with the representatives from the BSCB who are undertaking the review.

The Views of Our Children

In our Academy and Children's Centre, the views of our children are very important to us. We ensure that our children know that our staff are always prepared to listen to them. Children are made aware that they can report any concerns verbally and/or through any member of staff or through class procedures such as 'Worry Boxes' or consultations with children.

They also complete an anonymous questionnaire (age appropriate) annually that specifically asks them to report how safe they feel at RLA. We use the findings to inform our Development Plan, curriculum developments and specific interventions for individual children.

The Views of Our Staff

In our Academy and Children's Centre, the views of our staff are very important to us. We ensure that our staff know that leaders are prepared to listen to them. Staff are aware that they should report any concerns verbally and/or written. Staff also complete an anonymous questionnaire annually that specifically asks them to report how safe they feel and how safe they feel the children are in our school and CC. We use the findings to inform our Development Plan, curriculum developments and specific interventions for individual children.

If concerned about poor or unsafe practice and potential failings in our safeguarding provision, staff and volunteers have a duty to raise concerns/follow the MAT's Whistle Blowing procedures.

The NSPCC Whistle blowing helpline is available for staff who feel they are unable to raise concerns internally 0800 0280285/ help@nspcc.org.uk

CPOMS

CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. We currently use CPOMS across RLA (for children on roll) to

- Record incidents/information linked to behaviour, peer to peer abuse, sexualised behaviour, family contact, social information, presentation etc
- Log records of meetings such as Core Groups, Case Conferences, GIR reviews and internal meetings
- Share information with relevant staff at RLA
- Share information with other relevant professionals
- Log Child Protection concerns, actions and follow ups
- Record outcomes of safeguarding supervision sessions
- Monitor levels of need in classes/ year groups
- Monitor types of need across RLA

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Teacher/Lead.

Safeguarding Supervision

Our DST/DDST/CC Manager have received Safeguarding Supervision Training. They regularly conduct supervision with all Engagement Officers, including the supervision and development of safeguarding practices.

- Review of Engagement Officer's caseload of families
- New actions/next steps set as appropriate
- Decision taken as to need for escalation/de-escalation
- Review of CPOMS logs to support early identification of need.

Safeguarding Audit

BSCB recommend that all schools/academies and Children's Centre undertake the self evaluation SECTION 175 self Audit and the outcomes of such are reflected in developments/training/priority actions within Revoe Learning Academy and Children's Centre. As part of the Early Years Funding Agreement it is required that Early Years Safeguarding Audit is completed. This is completed annually.

Reporting to the Governing Body

Our Governing Body oversees the Headteacher's sound maintenance of all safeguarding procedures in line with this policy and procedures. The Headteacher has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body.

Our Governing Body will advise the Headteacher of its views on specific issues that will promote safeguarding at RLA. This may for example be around promoting a parental understanding of the agenda. Our Governing Body does not discuss any individual cases and never requests to see individual pupil records, although they do ask the Headteacher to explain the effectiveness of their procedures.

Relevant Documents (updated August 2016)

Relevant documents can be found at

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Preventing neglect, abuse and exploitation

- [Working together to safeguard children](#)
- [Childhood neglect: training resources](#)
- [Safeguarding children and young people from sexual exploitation](#)
- [Safeguarding children in whom illness is fabricated or induced](#)
- [The right to choose: multi-agency statutory guidance](#)
- [What to do if you suspect a child is being sexually exploited](#)
- [Child abuse concerns: guide for practitioners](#)

Keeping children safe in education and other settings

- [Keeping children safe in education](#)
- [Supervision of activity with children](#)
- [Protecting children from radicalisation: the prevent duty](#)
- [Secure children's homes: how to place a child aged under 13](#)
- [School security](#)
- [Drugs: advice for schools](#)

Safeguarding disabled children

- [Safeguarding disabled children](#)

Runaway and homeless children

- [Children who run away or go missing from home or care](#)
- [Provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation](#)

Gang activity

- [Safeguarding children and young people affected by gang activity](#)

Cross-border child protection

- [Cross-border child protection cases: the 1996 Hague Convention](#)
- [Safeguarding children who may have been trafficked](#)
- [Care of unaccompanied and trafficked children](#)
- [Find help to get your child back from abroad or arrange contact](#)

Social workers' standards

- [Knowledge and skills statements for child and family social work](#)
- [Information sharing advice for safeguarding practitioners](#)
- [Directors of children's services: roles and responsibilities](#)
- [Step Up to Social Work: information for applicants](#)
- [Notify Ofsted of serious childcare incident: form for LAs](#)

Munro review

- [Munro review reports](#)

Consultations

- [Reporting and acting on child abuse and neglect](#)

Research and statistics

- [Statistics: child death reviews](#)
- [Safeguarding children research](#)
- [Social work & child protection: research priorities and questions](#)
- [Statistics: children in need and child protection](#)

SECTION 2

Pertaining to Revoe Children's Centre and Revoe Learning Academy Early Years Foundation Stage

Aspects of Safeguarding Children and Child Protection have a specific reference to the work and duties of Revoe Children's Centre and RLA Early Years Foundation Stage.

Revoe Children's Centre and EYFS fully adhere to the:

- **The Statutory Framework for the Early Years Foundation Stage (EYFS)**
- **Safeguarding - Children's Centre Statutory Guidance April 2013**

The Safeguarding Vulnerable Groups Act 2006

The Safeguarding Vulnerable Groups Act 2006 created statutory duties in "specified places" such as children's centres. Those duties apply to children's centres as follows:

- A children's centre, when acting as a regulated activity provider (RAP), must not knowingly use a barred person in regulated activity. To do so is to commit a criminal offence. This does not at present create a new duty to check whether an applicant is barred, but if the centre is aware of a bar it must not use the person for such activity.
- Where a children's centre, acting as a RAP, used a person in regulated activity and then dismissed the person (or would have, had the person not left first) because of harm or risk of harm to children, the children's centre must refer that individual to the barring authority who will consider whether to bar the person from regulated activity.

A barred person commits an offence if they apply for regulated activity.

At Revoe CC, during Supervision, all CC and Early Years staff are asked if they are still suitable to work with children, this is also part of the Code of Conduct document which all staff agree to and sign annually.

Named Social Worker

It is important that our Children's Centre has a robust system in place to ensure families are able to access early support before they reach the thresholds of social care. Our Children's Centre therefore has access to a "named social worker", displayed in the Children's Centre Office. This supports our work by building confidence to manage risk and take appropriate child protection action where necessary.

Many families are already familiar with the range of services delivered via children's centres including health visitors and wider therapeutic services. Children's centres should know their communities well and are likely already to work holistically with the whole family, acting as hubs for multi-agency teams with access to social work expertise that allows conversations around the types of help and interventions that are needed to support children, young people and families.

Revoe Children's Centre has very close links with Blackpool Children's Social Care team and BSCB. The CC has full online access to Framework I (online record of Children on CP for all children within Revoe Reach). See information below provided May 2013

Data from Framework I is shared with all Children's Centres and shows children who are currently in need, have a child protection plan or are looked after. In addition, if the child is not currently registered with the Children's Centre, the data can be used by Children's Centre to communicate with social workers of children not known to them, in order to provide support (if required / appropriate). The Social Worker will complete a Children's Centre membership form and the Centre can then complete a home visit for Registration.

Data regarding each identified child will be shared on a monthly basis with Children's Centre managers for individuals that live within the designated reach area. This information is categorised as highly sensitive and therefore can only be used by the centres for the purpose stated above. Under this agreement, centres would be completely forbidden to contact the child or family directly regarding services they offer unless the family are already known to the family.

All Centres have to sign up to Tier Zero information sharing protocol. The purpose of the Protocol is to support members of Blackpool's Children's Trust and their partners in delivering holistic and responsive services. It concerns the sharing of personal data and seeks to lay the foundation for the safe, secure sharing of information in order to comply with the duties placed on organisations to work together. As such, it is intended as a means of establishing a standard to which all Partner Organisations will work towards in respect of the treatment of personal information.

Tier Zero information sharing protocol signed May 28th 2013.

Safeguarding Supervision

Our CC manager has received Safeguarding Supervision Training. She regularly conducts supervision with all Centre staff, including the supervision of safeguarding practices. Our CC manager has regular supervision with her line manager, who has also completed the relevant training .

Audits

- As part of the Early Years Funding Agreement, it is required that Early Years Safeguarding Audit is complete. This is completed annually.
- The Children's Centre completes a regular Safeguarding Audit, this is shared at our Annual Conversation with the Local Authority, Advisory Board and service users
- Regular Family File Audits are completed following Local Authority guidelines

Ratification

Date	Changes made	By whom	Shared with Staff
Sept 15	Policy updated & Approved - By Governing Body	Steph Swinson/Kathryn Bastow	INSET Sept 15
Reviewed May 16	updates re changes to Nursery Provision, CPOMs and FGM	Kathryn Bastow	
Updated August 16	Updates from Keeping Children Safe in Education May 16 (with effect from September 2016)	Kathryn Bastow/ Steph Swinson/ Carly Thornton	INSET Sept 2016

This policy was agreed and adopted by our *Governing Body* and *Children's Centre Advisory Board* on It will be reviewed ready for September 2017 or in line with any statutory guidance changes in which case the policy and guidance will be updated immediately.

All staff are made aware of this policy regularly and sign to say they have read and understood its contents.

SECTION 3
APPENDICES

Appendix 1



Safeguarding in Revoe Learning Academy and Children's Centre



September 2016

The Designated Safeguarding Teacher is **Kathryn Bastow (AHT)**.

She is supported by fully trained *Working Together*
(Level 2 CP and Safeguarding) staff:

Steph Swinson, DHT (DDST)
Rachel Irving, Engagement Officer
Sue Haley, Acting SENDCO
Bobbie Gritt, Engagement Officer

Helen Raistrick, DHT
Alison Turner, Engagement Officer
Catherine Walters, Engagement Officer

Carly Thornton, Children's Centre Manager, is the Person for the Children's Centre
Julie Evans is the Designated Person for the Children's Centre in the absence of the Children's
Centre Manager.

Revoe Learning Academy Child Protection Governor is
Mr. Andrew Storey who liaises with the Chair of Governors, Alana Frith

Staff trained in Restrictive Physical Intervention are as follows:

Dayle Harrison
May Douglas
Joanne Newton
Kathryn Bastow
Lucy Harrison
Julie Prue
Roger Wilkinson
Lisa McLoughlin
Nicola Barker
Katie Davids

Carol Ratcliff
Ambia Choudhury
Helen Raistrick
Sue Haley
Sue Kaley
Gill Russell
Michael Wilsdon
Emma Geeson
Paul Osborne
Chelsey Smith

Stephanie Swinson
Andrew Mainds
Sarah Hawkard
Andrew Storey
Lisa Wright
Kerry Grimshaw
Lisa Wright

SAFEGUARDING/CHILD PROTECTION REFERRAL PART 3: FOR USE BY DST/Prompts for CPOMS

Time and Date information received by DSP, and from whom.	
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Any advice sought by DSP (name, time, date, detail)	
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Parents informed	Please tick:	YES	NO
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Reason(s)	
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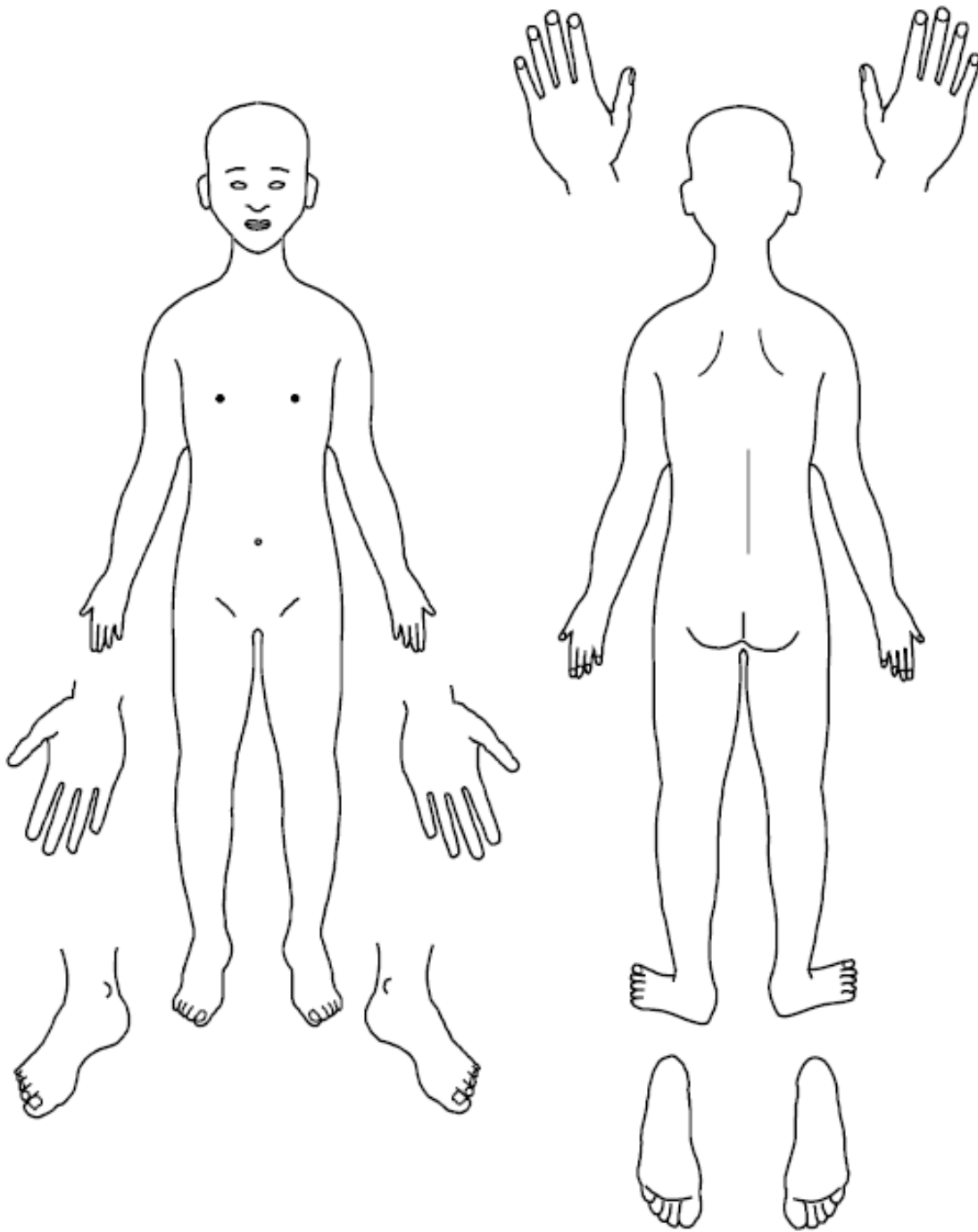
Further action; please circle below

Continue to monitor complete GIR convene MAM refer to social care / police

Signed:	Date:
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Chronology of actions

Date & time	Action (note who information is shared with)	Actioned by





Skin Map continued

CHILD'S NAMES	
CLASS	
D.O.B	
DATE RECORDED	
TIME RECORDED	
COMPLETER	
WITNESS	

Any additional information:
--

Appendix 4

Guidance when dealing with a disclosure about/from a pupil

- How did the 'disclosure' come about i.e. when and where?
- Who was present when the disclosure was made?
- WHO is said to be involved?
- WHAT is said to have happened / be happening?
- WHERE is this said to have happened / be happening?
- WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?
- WHO else may have witnessed what happened?
- HOW and WHERE is the pupil now?

NOTE:

- Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible!
- If you have used quotes please ensure that they are accurate
- Make a note of any open questions asked or minimal prompts used
- Any notes made '*at the time*' should be attached to this pro-forma; these may be required as evidence if the matter goes to court.

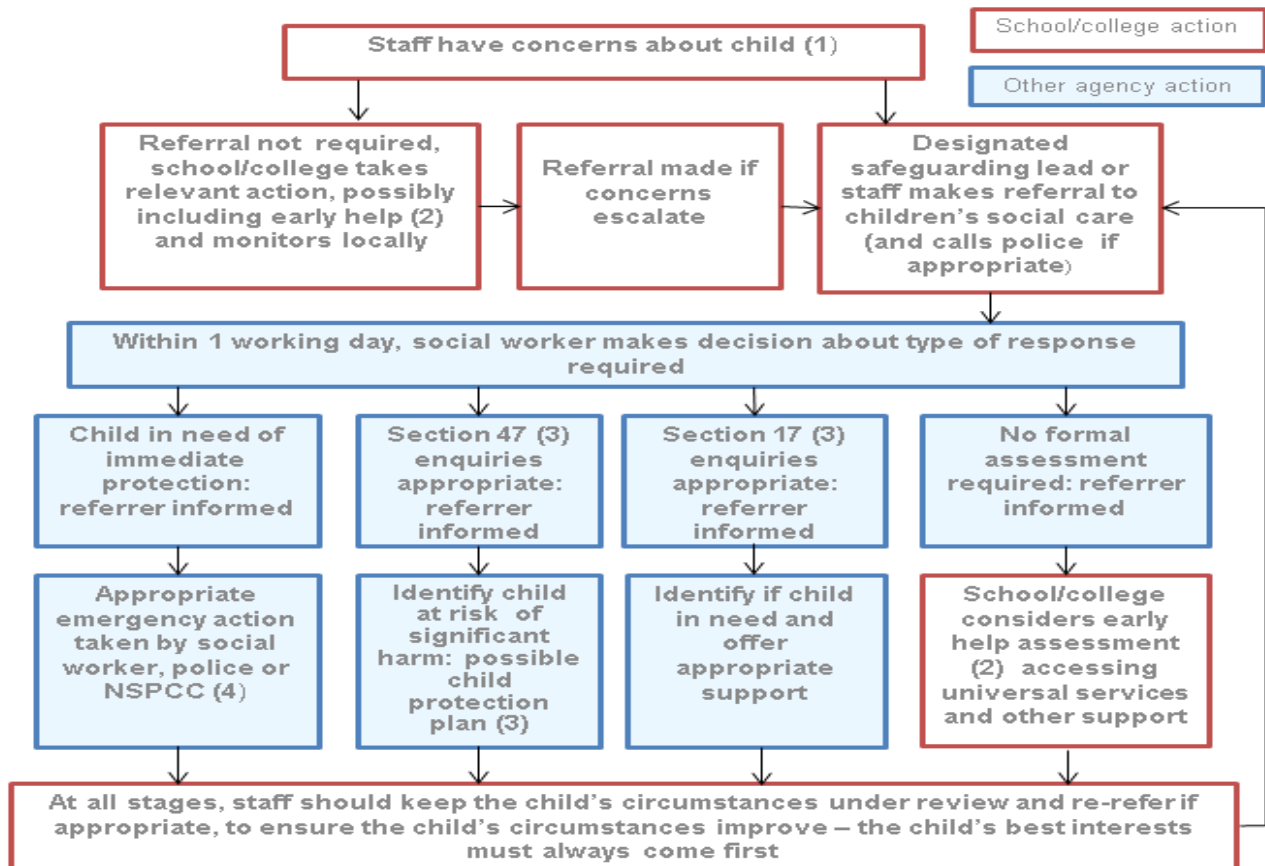
Please see a Designated Safeguarding Person who will advise you what you need to do next

SAFEGUARDING/CHILD PROTECTION REFERRAL PART 3: FOR USE BY DSP

<p>Time and Date information received by DSP, and from whom.</p>			
<p>Any advice sought by DSP (name, time, date, detail)</p>			
<p>Action taken i.e. referral to CSC ongoing monitoring GIR etc.</p> <p>Note time, dates, names, who information shared with and when etc.</p>			
<p>Parents informed</p>	<p>Please ✓</p>	<p>YES</p>	<p>NO</p>
<p>Reason(s)</p>			
<p>CONTINUATION SHEET USED?</p>	<p>Please ✓</p>	<p>YES</p>	<p>NO</p>



Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSIE 2016.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

(from KCSIE Sept 2016)

The Designated Safeguarding Persons are: Kathryn Bastow, Stephanie Swinson and Carly Thornton
Main Office Tel: 01253 763414 or Children's Centre Tel: 01253 798016

A Step-By-Step action plan enabling DSP's to respond to a child protection concern

1. If the child needs urgent medical attention, obtain this first as a matter of urgency.
2. Discuss your concerns with the parent/carers only if this is appropriate. If this discussion may be inappropriate (when you have good reason to suppose that sexual abuse, fabricated or induced illness has taken place) immediately seek advice from the HT (senior DSP) or the Duty Social Worker at Children's Social Care (01253 477299)
3. If after talking to the child's parents/carers (where appropriate) you remain concerned make a child protection referral.
4. To do this:
Telephone 01253 **477299** or Out of Hours Duty Team (for emergencies only) on (01253 477600)

Be prepared to give the following details:

- ✓ Your name, address, contact number and your role.
 - ✓ As many details about the child as you can, including name, date of birth, address etc.
 - ✓ What you have been told, or what has been observed.
 - ✓ The action you have taken so far.
5. Children's Social Care will advise you on what to do next. Make sure you are clear about what you have to do before you end the phone call so that you can keep the child informed about what will happen next.
 6. Keep accurate, dated and timed records of what you have seen, heard and done.
Remember to use the child's words in any recording that you make.
Make sure your name is legible on any documents.
Make sure all records are timed and dated and pages numbered.
 7. Follow up any referral phone calls to Social Care with written documentation. Where possible use a Level 4 and send it to duty.assessment@blackpool.gov.uk Make sure that you are clear before ending your call about whether the parents/carers should be involved.

Thresholds

Level 1	Level 2	Level 3	Level 4
Universal	Vulnerable	Complex	Acute
All children within Blackpool and who are routinely in receipt of community services. Assumes backdrop of universal Education and Health service	Disadvantaged children who would benefit from extra help - to make the best life chances. Services operating at a preventative level.	Children whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development.	Children at risk of significant harm / or has suffered abuse and for whom there is continued risk.

Case examples of circumstances and key features within a family:

Universal

Achieving learning goals, good attendance, meeting development milestones, socially interactive, supportive family and relationships, housed, good diet and healthy, access to positive activities, protected by parents, secure and caring home, appropriate boundaries.

Vulnerable

Low level school absence, language/communication difficulties, potential for NEET, early offending, early signs substance misuse/ poor mental health, low self-esteem, poor child/parent relationship, bullying, poor housing, low income, inconsistent care arrangements, poor supervision by parents, inconsistent parenting, poor response to emerging needs, historic content of parents own poor experience of childhood.

Complex

Permanent exclusion/NEET, persistent absence, disability affecting access in mainstream services, chronic health issues, regular missed appointments, teenage pregnancy, sexually inappropriate behaviour, at risk of entering criminal justice system, diagnosed mental health issues/alcohol/substance misuse, anti-social behaviour, ongoing domestic abuse, poor attachment, overcrowding, socially excluded, parents learning disabled which affects their parenting, inconsistent parenting affecting child.

Acute

Chronic persistent absence, sexually explicit behaviour, offending/re-offending, complex and poor mental health, teenage pregnancy, sexual exploitation, high risk domestic abuse, frequent missing from home, ongoing high level neglect, suspicion of child abuse, homeless child, edge of care, inability to provide consistent or appropriate parenting.

Appendix 6b

Children Services

Children in Need Model

Level 4

Children at risk of significant harm / or has suffered abuse and for whom there is continued risk.

Child in household where parents / carers have mental health, substance dependency or domestic abuse issues which put child at risk of significant harm. | Persons identified as posing a risk to child identified as living in the house. | The child's life is endangered. | There is evidence of serious or significant injury or illness. | The possibility of non-accidental injury. | Evidence of gross neglect. | Children who are persistently missing from home and who put themselves at significant risk. | Actually homeless and no housing agency able or willing to assist. | Unsanitary or dangerous home conditions. | Sexual exploitation and/or abuse. | Serious injury/harm/abuse to self or other. | Seriously challenging behaviour. | A child abandoned. | Life threatening drug abuse. | Trafficked child. | Risk of long-term psychological damage / deprivation. | Significant impairment of physical / emotional development. | Damaging history of separations. | Children at risk of forced marriage. | Children who abuse other children.

Level 3

Children whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development.

Children with disabilities. | Children with high level needs whose parents, for whatever reason, are unable to meet those needs. | Children from families where there has been one serious or several significant instances of domestic violence. | Children where a CAF Action Plan has had no significant impact. | Children who have been subject to a CP Plan, or who have been previously looked after where there are new / further concerns. | Children with high level / unassessed needs whose parents have a history of non-engagement with services, or fail to recognise concerns of professionals. | Pregnant women where the safety of the unborn child might be compromised. | Children in families experiencing a crisis that is likely to result on a breakdown of care arrangements. | Persistent and serious offending. | Unaccompanied asylum seekers.

Children who are persistently going missing from home. | Children with a significant and / or behavioural disorder. | Young carers. | Children with chronic absence from school. | Children in families without permanent accommodation. | Children with chronic ill health / terminal illness. | Children involved in substance misuse. | Child in households where parenting is compromised as a consequence of parental discord, mental health, substance misuse or domestic abuse, although child's needs are not at a high level. | Children and young people involved in acrimonious contact / residence disputes. | Children who are experiencing adverse effects from bullying.

Level 2

Disadvantaged children who would benefit from extra help - to make the best life chances. Services operating at a preventative level.

Parents unable to secure some aspects of health or development; poor health; poor school attendance. | Inappropriate age related behaviour, which is difficult to handle. | Inhibited / restricted development opportunities in own home and community. | Demands of caring for another person undermining aspects of health and development. | Poor standard of physical care or health causing concern; unhealthy diet; unsatisfactory accommodation. | Insufficient stimulation to achieve full potential; no opportunities to play with other children; experiencing difficulties in relationship with peers. | Scape-goating or victimisation causing emotional harm including continual / regular periods of stress, conflict, tension causing instability and insecurity in relationships; absence of appropriate stimulation. | Relationships strained; normal health and development constrained by environmental circumstances and/or limited play opportunities.

Level 1

All children within Blackpool and who are routinely in receipt of community services.
Assumes backdrop of universal Education and Health service.



Revoe Learning Academy



All the staff in our Academy and Children's Centre are committed to safeguarding all of our children. We will strive to:

- Create and maintain a safe learning environment for our children.
- Identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate.
- Develop our children's understanding of how to keep themselves safe.

Signed:

Headteacher



Failure to follow this procedure by **any** member of RLA staff **will** result in disciplinary action being taken against that person. It is every single member of staff's **responsibility** and **professional** duty to report and record (CPOMS system) any concern about a child's well-being and/or welfare immediately or any disclosure of a Child Protection (CP) nature, to **one** of the following:

1. Kathryn Bastow (Designated Safeguarding Teacher)
2. Stephanie Swinson (Deputy Designated Safeguarding Teacher)
3. Carly Thornton (Children's Centre Manager)
3. Julie Evans (Children's Centre Operational Leader)
4. Helen Raistrick (Deputy Headteacher)
5. Dayle Harrison (Headteacher)

FIRST PERSON TO INFORM OR SECOND PERSON and FIRST PERSON for Years 4,5,and 6, FIRST PERSON for any Children's Centre Families THEN, IF NONE OF THE ABOVE ARE AVAILABLE THEN, IF NONE OF THE ABOVE ARE AVAILABLE THEN, IF NONE OF THE ABOVE ARE AVAILABLE

Strict procedure for reporting and recording a concern (Level 3/4 Thresholds)

For any concern about ANY RLA child's unusual or unexplained changes in their appearance, behaviour, attendance or basic needs; disclosures or concerning injuries, follow this procedure fully and strictly.

1) A member of staff with a Level 3 / Level 4 concern must make a verbal report to the Designated Safeguarding Teacher/Person immediately (see named list above). If the concern relates to a child's injuries/unusual marks a skin map must be completed (Appendix 3/CPOMS)

2) The Designated Safeguarding Teacher/Person will advise on how to record the concern on CPOMS system/Paper record and of any further action they may need to take.

3) If physical abuse is suspected a 'skin map' (Appendix 3/CPOMS) must be used to record the details and extent of any injury that has been noticed. The skin map must be shared with the designated officer as soon as possible.

4) The Designated Safeguarding Teacher/Person will complete the RLA procedures (Appendix 4) or allocate an appropriately trained member of the Safeguarding team to complete the procedures.

Strict procedure for follow up from a raised concern (Level 2 Thresholds)

A) The person raising the concern must record the concern electronically on the CPOMS system as soon as possible (or Children's Centre form/Family File if working with non-academy families)

B) The Engagement Officers will check the CPOMS system daily for concerns and liaise with the relevant staff regarding appropriate follow up actions/next steps.

C) Any follow up action must be recorded by the person undertaking the action onto the 'CPOMS' system.

D) In the event of a technical problem with the 'CPOMS' system, the member of staff must complete a 'Note of concern' (Appendix form 2) and ensure that it is passed to the Phase/ Department Engagement Officer.
The Engagement Officer will advise of any further actions needed and the Engagement Officer will record the concern onto the 'CPOMS' system, when the technical problem has been resolved.

If you have a concern outside the working day - Phone the Police tel: 101 /999 or NSPCC tel: 0808 005000

Signed:	Name (print)	Date:
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