



A Guide to Safeguarding at Rossmere Academy

No school operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children.

Rossmere Academy is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Hartlepool and Stockton-on-Tees Safeguarding Children Partnership <https://hsscp.co.uk/> and partner agencies in all cases where there is a concern about significant harm.



All staff are expected to read, understand and follow:

Keeping Children Safe in Education Part One

Extol Safeguarding and Child Protection Policy

Extol Staff Code of Conduct

As a member of **staff** you have a responsibility to:

- Be aware of systems within their school which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Receive appropriate safeguarding and child protection training, including online safety, at induction (This will be regularly updated).
- Receive and understand safeguarding and child protection updates, including online safety as necessary (and at least annually). These may be via email, briefings, staff meetings, etc.
- Consider, at all times, what is in the best interests of the child.
- Provide a safe environment in which children can learn.
- Listen to, and reflect on, the voice of the child at all times.
- Be prepared to identify children who may benefit from early help.
- Be aware of the role and identity of the DSL/Deputy DSLs.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of, understand and follow the agreed process in the event that a child confides they are being abused, exploited or neglected.
- Ensure that they are aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Therefore, all staff should ensure that they exercise their professional curiosity and speak to the DSL if they have concerns about a child. This also means considering how best to build trusted relationships with children and young people which facilitate communication.
- Ensure that they report ANY concerns of harm to any child to the DSL or Deputy DSL immediately and consistently promote a culture of vigilance in school, where concerns are shared and dealt with as soon as possible.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to the Local Authorities Children's Social Care Services (CSCS) and for statutory assessments under the Children Act 1989, along with their role in these assessments.
- Be aware of safeguarding issues that can put children at risk of harm.

- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.
- Ensure that under the Counter Terrorism and Security Act, April 2015, the school has 'due regard to Prevent' and to assess the risk of children and young people being radicalised or drawn into extremism/terrorism.
- Ensure there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Ensure they understand, through online safety training, that technology can be a significant component in many safeguarding and well-being cases as well as the additional risks for children online.
- Promote policies for online safety and 'acceptable use' of electronic devices in the protection of all pupils.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe. (This will include determining what action to take and what services to provide on behalf of the child in need for non-safeguarding concerns).
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned and report any concerns regarding the behaviour of a child, an adult / staff member in school, directly to the Designated Safeguarding Lead or Headteacher. (If the concern is with regard to the headteacher, it will be referred to the CEO)
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the Staff Code of Conduct inclusive of 'low-Level' concerns.
- Ensure they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises.

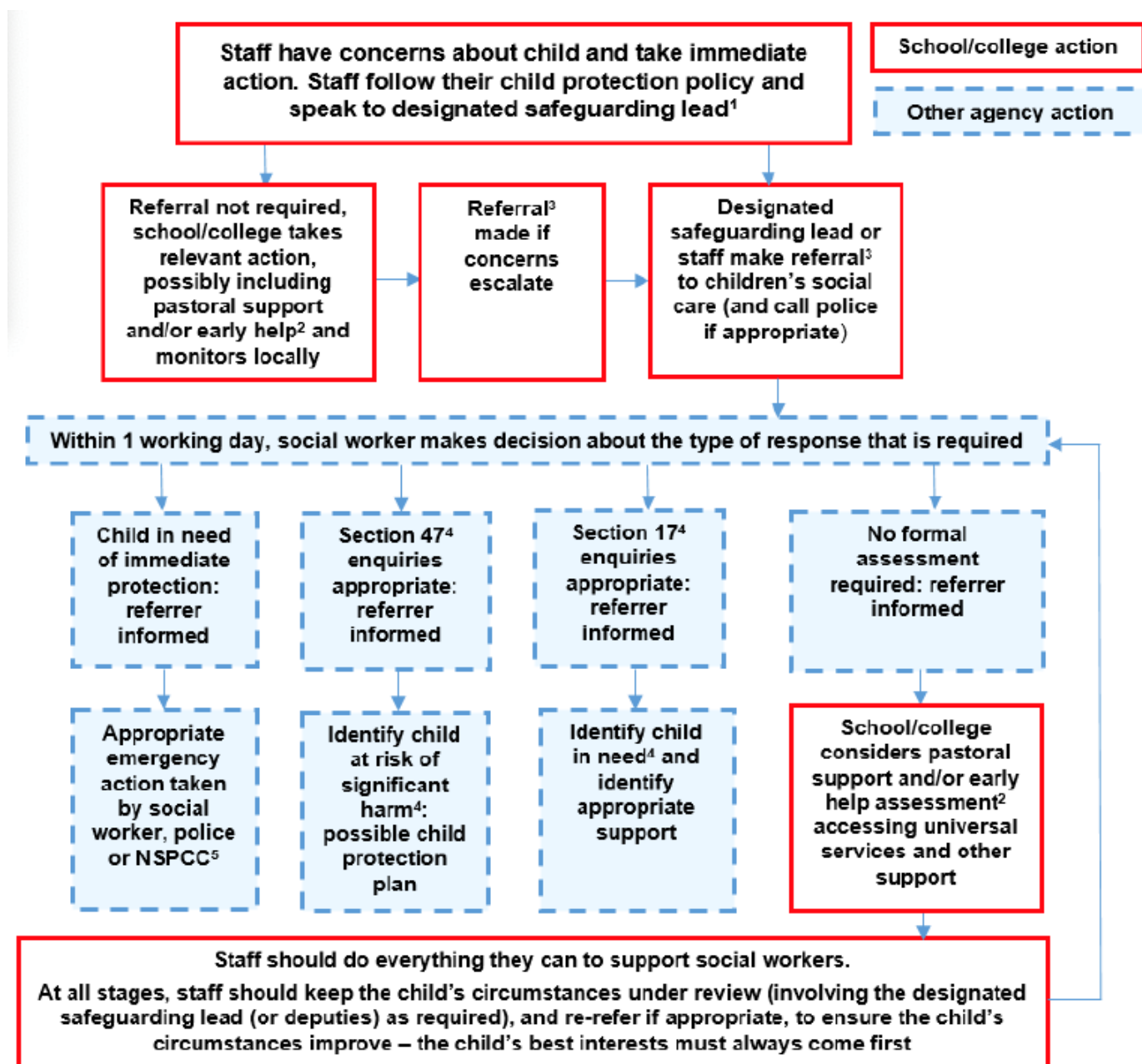
Teachers, including the **Headteacher**, have a responsibility to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

Actions where there are concerns about a child (from KCSIE 2023)

The Designated Safeguarding Lead (DSL) / Deputy DSL will be informed immediately by an employee of the school, child who attends the school, parent/carer of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed
- The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:
- Ill-treatment
- Impairment of health (as compared to a similar child)

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



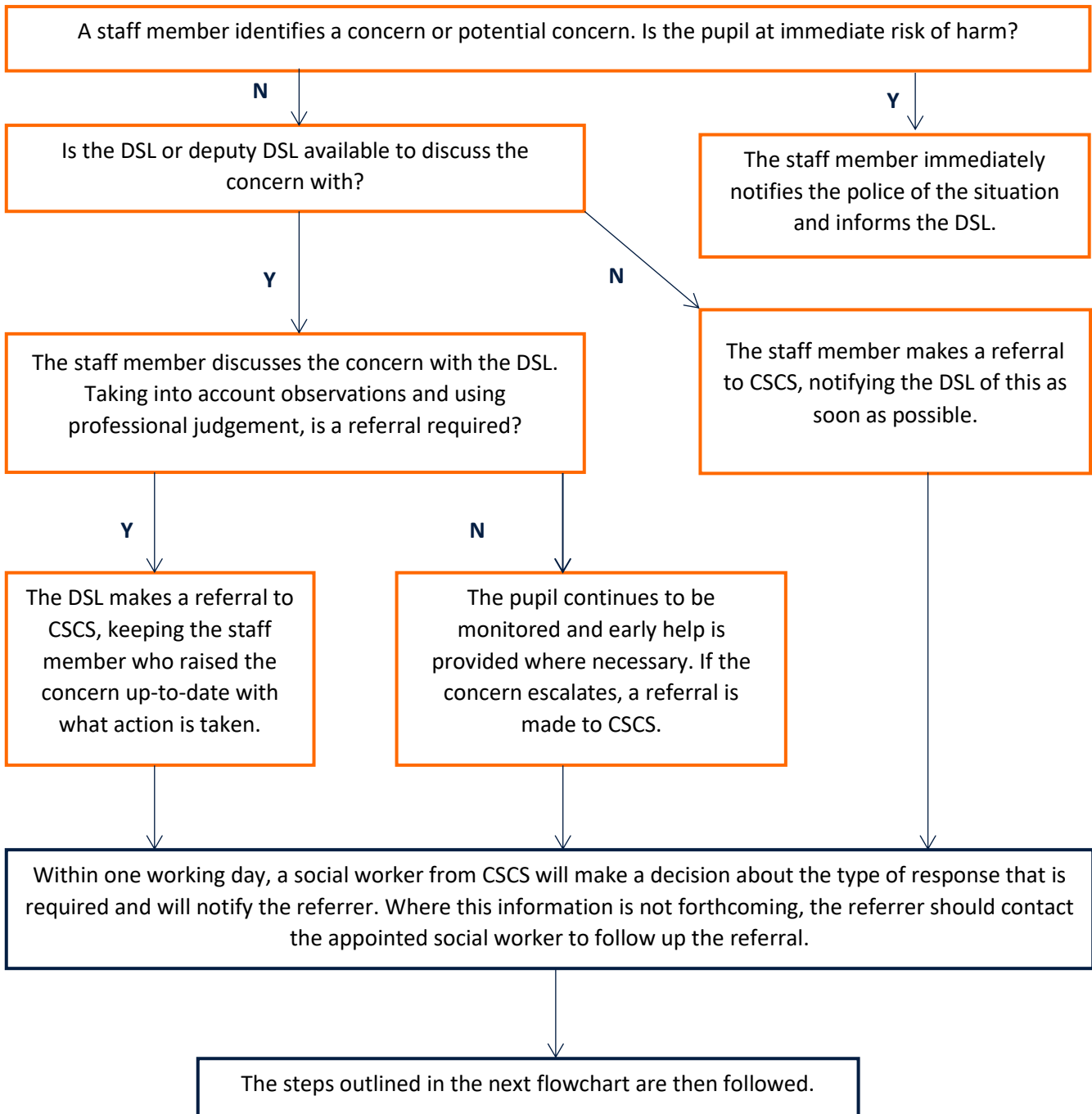
1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2023.
2. Early Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
4. 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#).
5. This could include applying for an Emergency Protection Order (EPO).

Actions were there are concerns about a child: Reporting and Referral Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.

Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

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

Contact Details



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