



KING JAMES I ACADEMY

Designated Teacher Policy

Date adopted by Governors: December 2018

Date of Last Review: December 2020

Date of Next Review: December 2022

Designated Teacher - Safeguarding

1. The Purpose of the Role

- 1.1 This role is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon. Every school should appoint a senior teacher as a safeguarding designated teacher; all members of staff should be aware of who this person is and what their role is.
- 1.2 The designated teacher should act as a source of advice and co-ordinate action within the school over cases of abuse. They will need to liaise with all agencies and build a good working relationship with colleagues from these agencies. They should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support should be given.
- 1.3 The designated teacher should be the first person to whom education staff report cases. It is then the responsibility of the designated teacher to discuss the situation with the Head teacher and the relevant agencies. When the designated teacher is absent staff should report issues to one of their Deputies.
- 1.4 The Academy sets out clear guidelines if they suspect that a child has been abused or assaulted. It is not, however, the responsibility of teachers and other staff in schools to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by the Local Safeguarding Children's Board (LSCB). The designated teacher is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their local LSCB. They must also be able to deal with allegations made against members of staff.
- 1.5 To be effective the designated teacher must:
 - Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with Social Care and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff
 - Ensure each member of staff has access to and is aware of the Academy's safeguarding policy. This is essential in respect of staff who are perhaps part time or work with more than one school - such as supply teachers
 - Liaise with the Head teacher to inform them of any issues and ongoing investigations and ensure there is always cover for the role
 - Ensure the Academy's safeguarding policy is updated and reviewed annually and work with the designated governor for safeguarding regarding this
 - Be able to keep detailed, accurate and secure written records of referrals/concerns
 - Ensure parents see copies of the safeguarding policy in order to alert them to the fact that the Academy may need to make referrals. Raising parents' awareness may avoid later conflict if the Academy does have to take appropriate action to safeguard a child
 - Where children leave the school roll, ensure their file is transferred to the new school as soon as possible. If a child leaves and the new school is not known, the LA/Attendance Officer/Social Care/DCSF should be alerted so that these children can be included on the database for lost pupils

1.6 Designated teachers also have an important role in ensuring all staff and volunteers receive appropriate training. Designated teachers should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case together with having a working knowledge of how LSCB's operate and the conduct of a safeguarding case conference and be able to attend and contribute to these when required
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors
- Make themselves known to all staff, volunteers and governors (including new starters, ITT students and supply teachers) and ensure those members of staff have had training in safeguarding. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

Designated Teacher: Ms Mhairi Stewart

2. Designated Teacher – Looked After Children

2.1 The designated teacher should have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve. The designated teacher should:

- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure the young person has a voice in setting learning targets
- Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- Make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- Have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school

Designated Teacher: Miss Claire Wall