Our Lady and St Joseph

Draft Safeguarding and Child Protection Policy 2020

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
09/10/2019	09/10/2020	Sean Flood Aoife O'Grady	Sarah Woodhouse Theresa Garnett	Paul Mokwenye

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At Our Lady and St Joseph School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.
Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.
We will always act in the best interest of the child.

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The following are very important telephone numbers that must be kept up to date at all times:

Safeguarding Contacts	Name	Mobile No.	Home Tel. No.
Designated Safeguarding Lead	Sean Flood Aoife O'Grady	0207 254 7353 SCHOOL All mobile numbers held by office staff.	
Deputy Designated Safeguarding Lead	Theresa Garnett- Sarah Woohouse		
Deputy Designated Safeguarding Leads	Nick James Kathy Glass		
Nominated Governor for Safeguarding	Paul Mokwenye		0207 254 7353
Local Authority Designated Officer (LADO)			0208 356 4569
Social Services FAST Referrals			0208 356 5500
Out of Hours Social Services			0207 332 3621
Police			101 or 999
Chair of Governors: Person to contact regarding concerns about the	Vice-chair Paul Mokwenye		0207 254 7353

Headteacher	+ Hackney LADO.		
NSPCC Whistle-blowing Helpline	0800 028 0285		

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges **(DfE September 2020)**
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium 2019)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

- Sexing in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))

We believe Safeguarding is the policies and practices that we employ to keep children safe and promote their well-being. Safeguarding includes governance; security of the school buildings and grounds; safe recruitment of staff; SEN and inclusion; e-safety; health and safety; curriculum; attendance and punctuality; and all school policies.

We believe Child Protection is the activity that is undertaken to protect children who are suffering or likely to suffer significant harm.

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (**DfE 2020)**' as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.
Safeguarding and promoting the welfare of children is best defined as:

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2020)

We recognize the changes in KCSIE 2020 to include:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

At Our Lady and St Joseph School pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Children are taught how to stay safe when online. They are taught about strategies to prevent bullying. Pupils are taught the proper use of mobile phones and some of the dangers that can arise.

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

We are particularly alert to the potential need for **early help** for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (**DfE 2019))**

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils.

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

The following are types of abuse and neglect:

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 by 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, 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). 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 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.

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016 and 2020 updated))

We are aware that safeguarding issues can manifest themselves via **peer on peer abuse** in the form of bullying (including cyber bullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We have a duty to ensure school personnel have the **skills, knowledge and understanding** to keep looked after children safe and to be alert to the additional safeguarding challenges to children with special educational needs and disabilities.

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. We must consider, at all times, the context within which such incidents and/or behaviours occur. This is known as '**contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.'

We are aware that 'Child **sexual exploitation** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:
Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

(Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE February 2017))

We are aware of Child Criminal Explotation (CCE).
The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

We are aware that **female genital mutilation (FGM**) is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. The signs to look out for are:

- Difficulty walking, standing or sitting.
- Spending longer in the bathroom or toilet.
- Appearing withdrawn, anxious or depressed.
- Displaying unusual behaviour after an absence from school or college.
- Being particularly reluctant to undergo normal medical examinations.
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instant we are expected to follow local safeguarding procedures. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

We are aware that 'so-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing'.

School personnel who have a concern regarding a child that might be at risk of HBA or who has suffered from HBV will report their concern to the DSL or deputy DSL.

We are aware of the risk of 'County Lines' gangs.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85.

We are aware of Domestic Abuse in its many forms:

The definition of Domestic Abuse is:
any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.
All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
(See KCSIE (2020) page 86)

All staff at Our Lady and St Joseph school are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.
Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy. This should be via speaking to a member of the Safeguarding team and recording this together if required on C-POMS.

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.
This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.
We take these needs into account when making plans to support pupils who have a social worker. The Safeguarding Team will always prioritise these cases and provide guidance and support.

We will inform the **Local Authority Designated Officer** of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

We have a duty to safeguard children, young people and families from **violent extremism**. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the **'Counter-Terrorism and Security Act 2015'** we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental **British values** and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the **Designated Safeguarding Lead** who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent). Online general awareness training will also be provided by the Channel programme for all school personnel who provide support to those who have been identified as being vulnerable to being drawn into terrorism.

We will deal with all incidents of **sexting** that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'
Sexting:
In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

We are committed in establishing and maintaining an **ethos** where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We are aware that **privately fostered** children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.
A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

We are aware of Children Missing in Education (CME):

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
    a. leave school to be home educated
    b. move away from the school's location
    c. remain medically unfit beyond compulsory school age
    d. are in custody for four months or more (and will not return to school afterwards); or
    e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be 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 disproportionally impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At our school we identify pupils who might need more support to be kept safe or to keep themselves safe by:
Discussions in Safeguarding Team.
Working closely wiith SENCO and Hackney Education.

We will ensure that the **curriculum** deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

We have a duty to ensure the **online safety** of all pupils and school personnel. We also have a duty to provide pupils with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

We believe that used correctly Internet access will not only raise standards, but it will support teacher's professional work and it will enhance the school's management information and business administration systems.

We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate Internet information and to take care of their own safety and security.
Under KCSIE we aware of the need to ensure pupils safety when learning from home or remotely. We now have Google classrooms in place and are working with parents to ensure they understand their own responsibilities in 2020.

E-Safety, which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

We have a duty to create and maintain a culture of safe recruitment and to establish and maintain correct procedures that will 'help deter, reject or identify people who might abuse children.' Procedures such as criminal record checks (**DBS checks**), barred list checks and prohibition checks, together with references and interview information, to be used in order to determine the suitability of a prospective employee.

We are committed in establishing and maintaining correct procedures and checks for **safer recruitment** for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We will ensure that all adults in the school community attends regular **awareness training** on a wide range of safeguarding topics and that both Designated Safeguarding Leads undertake two-yearly training in their role.

We have a duty to ensure that under no circumstances will we **disclose** to a parent any information held on a child if this would put the child at risk of significant harm.

We recognise **whistle blowing** is the reporting of suspected wrongdoing in the workplace which is regarded as making a disclosure in the public interest. We actively encourage all school personnel and visitors to school to report any serious concerns they may have about any aspect of the school such as:

- health and safety concerns
- damage to the school environment
- a criminal offence that has taken place or is about to take place
- disobeying the law
- the covering up of a wrong doing
- the conduct of its personnel or others acting on behalf of the school.

We are aware of the new Harm Test:
The guidance in KCSIE 2020 (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We are aware that more than 90% of abuse cases involve someone a child already knows such as a family member or close friend. We agree with the advice from NSPCC that 'parents should not leave it up to teachers' to talk to children about sexual abuse but to talk to them themselves.

Therefore, we will organise awareness training workshops for parents outlining various ways and opportunities for them to approach this delicate subject.

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We have a duty not to 'prevent, or limit, the sharing of information for the purposes of keeping children safe'. We are aware that legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.'

We have a duty to retain all data on the safeguarding file for a long period as it 'forms part of an important story that may be needed retrospectively for many years.'

We aim to ensure that in all **school inspections** safeguarding will be judged as outstanding in leadership, in outstanding personal development, behaviour and welfare and outstanding in the standards in early year's provision.

We wish to work closely with the **School Council** and to hear their views and opinions on safeguarding as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote **equality**. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services **of** health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly **identifies and outlines the roles and responsibilities** of all those involved in the procedures and arrangements that is connected with this policy. All governors must be fully aware of their safeguarding responsibilities.

Aims

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.
- To ensure school personnel have the skills, knowledge and understanding to keep looked after children safe.

- To be alert to the additional safeguarding challenges to children with special educational needs and disabilities.
- To protect children from the risk of radicalisation and extremism.
- To build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.
- To ensure all concerns about FGM are reported.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has the responsibility to ensure the following are in place:

Legislation, the Law and Documentation

- To be responsibility for ensuring that the school complies with all equalities legislation.
- To ensure that the policies, procedures and training in school is effective and complies with the law at all times.
- To ensure that all governors are fully aware of their safeguarding responsibilities.
- To ensure governors and school personnel are aware of:

  ☐ Working Together to Safeguard Children (DfE 2018)
  ☐ Keeping Children Safe in Education **(DfE 2020)**

Safeguarding Policies

- To ensure this policy is up to date and is annually reviewed.
- To ensure the following policies are up to date, in place and annually reviewed:

  ☐ Child Protection
  ☐ Staff Discipline, Conduct and Grievance policy
  ☐ Managing Allegations against Staff policy
  ☐ Managing Allegations against Pupils policy
  ☐ Disclosure and Barring Service Checks policy
  ☐ Volunteer Helpers policy

- To use the experiences and expertise of school personnel when writing and reviewing safeguarding and child protection policies.
- To be responsible for ensuring all policies are made available to parents.

Headteacher

- To delegate powers and responsibilities to the Headteacher and to ensure everyone connected with the school is aware of and complies with this policy and other safeguarding policies.

Designated Safeguarding Lead

- To appoint members of the senior leadership team to act as the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.
- To ensure the designated safeguarding lead takes lead responsibility for safeguarding and child protection and has the 'appropriate status and authority within the school to carry out the duties of the post.'
- To have in place current job descriptions for both the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead.
- To ensure the Designated Safeguarding Lead attends appropriate refresher training every two years.

Inter-agency Working

- To ensure close working links with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- To ensure 'safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB.'
- To share information with local agencies.

Safeguarding Training

- To ensure all governors undertake appropriate training about the ways of safeguarding children.
- To ensure the Designated Safeguarding Lead attends appropriate refresher training every two years.
- To ensure all school personnel undertake safeguarding and child protection training in line with LSCB advice on induction.
- To ensure that the Headteacher, school personnel and volunteers undertake regular and annual safeguarding and child protection training.

Safe Recruitment

- To have in place safe recruitment policy and procedures, including appropriate use of reference checks on new staff and volunteers.
- To ensure that at least one person on any appointment panel has undertaken safer recruitment training with advice taken from the LSCB.
- To ensure
- To ensure volunteers are properly supervised.

Disclosure and Barring Service Checks

- To ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school.

- To ensure governors have Enhanced DBS checks.
- To make a 'referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.'

Reports

- To receive termly reports from the Headteacher on safeguarding pupils in the school.
- To receive immediate reports of any weaknesses to this policy.
- To receive an annual report from the Headteacher on safeguarding pupils in the school.

Curriculum

- To ensure pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum and covers relevant issues through personal, social, health and economic education (PSHE) and through sex and relationship education (SRE).
- To ensure children understand risk, become more resilient and know where to go for help and support.

Allegations of abuse made against teachers, Headteachers, volunteers and other staff

- To have in place procedures to deal with allegations of abuse against the Headteacher, members of staff and volunteers.
- To ensure allegations are referred to the designated officer at the local authority.
- To nominate the Chair of Governors in liaison with the local authority to deal with any allegations of abuse made against the Headteacher.

Allegations of abuse made against other children

- To minimise the risk of peer on peer abuse.
- To investigate all allegations of peer on peer abuse.

Looked After Children

- To ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Children with Special Educational Needs and Disabilities

- To ensure school personnel are trained in recognising abuse and neglect in children with special educational needs and disabilities.

Online Safety

- To ensure that appropriate filters and monitoring systems are in place.

Monitoring

- To undertake periodic checks to ensure all safeguarding procedures are working effectively;
- To be responsibility for the effective implementation, monitoring and evaluation of this policy.

Equality

- To nominate a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.

School Council and Nominated Governor

- To involve the School Council in:

  - ☐ determining this policy with the Governing Body;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;
  - ☐ reviewing the effectiveness of this policy with the Governing Body.

- To nominate a link governor to:

  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher and the Designated Safeguarding Lead;
  - ☐ ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and LSCB procedures;
  - ☐ ensure that everyone connected with the school is aware of this policy;
  - ☐ or the Chair of Governors take responsibility for taking action according to Local Authority procedures where there are allegations against the Headteacher;
  - ☐ ensure recruitment of school personnel and volunteers is in line with the Safe Recruitment policy;
  - ☐ review:

    - curriculum for safeguarding
    - impact of safeguarding policy
    - safer recruitment procedures
    - record keeping system
    - review data and trends
    - training record and impact of training
    - transition arrangements

  - ☐ undertake safeguarding training every three years.
  - ☐ ensure that everyone connected with the school is aware of this policy;
  - ☐ report to the Governing Body every term;
  - ☐ annually report to the Governing Body on the success and development of this policy.

Performance Management

- To annually undertake the performance management of the Headteacher.

Role of the Headteacher

The Headteacher has been given delegated powers and responsibilities by the Governing Body to ensure the implementation of the following areas:

Legislation and the Law

- To be responsible for ensuring that the school complies with all equalities legislation.

Ethos and Learning Environment

- To create and maintain a culture of vigilance.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish an environment where children feel safe to talk and a culture where school personnel listen to children.

Policy Awareness and Documentation

- To ensure everyone connected with the school is aware of and complies with all aspects of this policy and other safeguarding policies;
- To ensure all school personnel and governors read Part One of 'Keeping Children Safe in Education'.
- To ensure the current safeguarding and child protection policy is published on the school website.
- To ensure all school personnel are familiar with:

  - ☐ this policy
  - ☐ School Personnel Code of Conduct policy
  - ☐ Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
  - ☐ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges **(DfE September 2020)**
  - ☐ Information Sharing 2015 (HM Government)
  - ☐ What to do if you're worried a child is being abused 2015 (HM Government)
  - ☐ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children 2018)
  - ☐ The Prevent Duty: Department advice for schools and childcare providers (DfE)
  - ☐ Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)

- To ensure the following safeguarding policies are up to date and that all school personnel and volunteers are aware of them:

☐ Child Missing Education (see policy)

We believe 'all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later on in life.' (Children Missing Education: statutory guidance for local authorities (DfE))

☐ Anti-Bullying (see policy)

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

☐ Anti-cyber Bullying (see policy)

We believe cyber bullying is the use of a mobile phone or the internet to deliberately upset another person. We have a responsibility to ensure that cyber bullying does not take place in this school by ensuring pupils, school personnel and parents understand what it is and how it can be prevented.

☐ Child Sexual Exploitation (see policy)

We believe child sexual exploitation is a type of sexual abuse in which children are sexually exploited for money, power or status and is best defined as: involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from the social/economic and/or emotional vulnerability. (Safeguarding Children and Young People from Sexual Exploitation: supplementary guidance to Safeguard Children (DCSF))

☐ Dealing with Allegations against School Personnel, Volunteers, Headteacher or Pupils (see policy)

We recognise that all school personnel are vulnerable to accusations of abuse because of their daily contact with children. We acknowledge that dealing with allegations against school personnel is a stressful, demanding, complex and delicate process for all involved. But we will ensure that all allegations will be taken seriously and investigated immediately and impartially in order to provide instant and effective protection for the child concerned and to provide support for the person who is the subject of the allegation.

☐ Dealing with Sexual Violence and Sexual Harassment (see policy)

We are aware that 'sexual violence and sexual harassment can occur between two children of any sex and they can occur 'through a group of children sexually assaulting or sexually harassing a single child or group of children'. We have the responsibility to ensure that sexual violence and sexual harassment is not acceptable and will not be tolerated. All incidents of sexual violence and sexual harassment will be dealt with and all victims will be taken seriously with the appropriate support provided.

☐ Disclosure and Barring Service Checks (see policy)

We have a statutory duty of care to safeguarding the welfare of children and vulnerable adults and providing them with a safe learning environment. By undertaking checks via the Disclosure and Barring Service (DBS) for those people who are looking to work with children, we aim to prevent unsuitable people from working with children and vulnerable adults.

☐ Photographic and Video Images (see policy)

We believe there is no law stopping parents from taking photographs of their children at school events as photographs taken purely for personal use are exempt from the Data Protection Act 1998.

☐ Prevent Duty - Dealing with Extremism and Radicalisation (see policy)

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

☐ School Personnel Code of Conduct (see policy)

We have a duty to safeguard and to promote the welfare of all pupils by protecting them from maltreatment, preventing impairment of their health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and to take appropriate action enabling them to have the best outcomes. We believe we have a duty to safeguard and to promote the welfare of pupils and to protect school personnel by creating a whole school culture that is safe and inclusive. We want to maintain a whole school culture by having in place the

principles of respect, understanding rights and responsibilities, fairness, tolerance and understanding for all.

☐ Positive Handling (Restraint of Pupils) (see policy)

We understand that there is no legal definition when reasonable force can be used. 'That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour'. (Department for Education – Use of reasonable force)

☐ Safer Recruitment (see policy)

We have a major duty to ensure safe recruitment of school personnel and volunteer helpers to this school as we are committed to safeguarding and promoting the welfare of all children. By creating a culture of safe recruitment that involves undertaking criminal record checks (DBS checks), barred list checks and prohibition checks plus obtaining references and other interview information for all prospective employees, we believe that this will help prevent, reject or identify those people who might abuse children.

☐ Internet Social Networking Websites (see policy)

We believe school based staff need to be aware that 'posting' anything on social networking sites about themselves, others or their place of work must be prepared for the possibility that anyone could gain access to it. This has been a major factor in identity theft. In terms of school personnel's use of social networking and the web, they must be careful what information is posted due to potential security risks. School personnel should use social networking sites wisely and cautiously and if absolutely necessary bearing in mind they should not jeopardise themselves, others or their place of work. The school will monitor its IT system for inappropriate usage and will take the necessary disciplinary measures if need be.

☐ Special Educational Needs (see policy)

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

- To publish this policy:

  ☐ on the school's website
  ☐ in the school handbook
  ☐ in the staff handbook

Safeguarding Training

- To undertake training in safeguarding and child protection.
- To ensure all school personnel and volunteers understand the safeguarding risks to children and how to report any concerns they may have.
- To keep an updated training attendance record and ensure that those who were absent from any training attend another follow up training session.
- To provide evidence for Inspectors that training has been effective and has been implemented.
- To ensure that all new school personnel undertake induction training in safeguarding and child protection procedures that covers aspects of:

  - ☐ Keeping Children Safe in Education **(DfE 2020)**
  - ☐ What to do if you are worried a child is being abused (DfE 2015)
  - ☐ Guidance for safer working practices (Safer Recruitment Consortium 2015)
  - ☐ Prevent Duty (DfE 2015)
  - ☐ Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
  - ☐ School Procedures

- To provide refresher training for all school personnel annually and to raise awareness of a wide range of safeguarding topics throughout the school year.
- To have in place a record of all refresher training undertaken and to ensure that those who were absent from any training attend another follow up training session.
- To evaluate the effectiveness of the varied approaches to safeguarding training undertaken.
- To provide evidence of the improved changes to safeguarding training.

Designated Safeguarding Lead

- To work closely with the Designated Safeguarding Lead and nominated governor for child protection.
- To nominate a deputy Designated Safeguarding Lead.
- To ensure both Designated Safeguarding Leads undertake two-yearly training in their role.
- To ensure both Designated Safeguarding Leads undertake Prevent awareness training (Workshop to Raise Awareness of Prevent).
- To organise, in conjunction with both Designated Safeguarding Leads, regular awareness training on a wide range of safeguarding topics for all adults in the school community.
- To provide adequate resources for the Designated Safeguarding Lead to undertake his/her role.
- To ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role.

Safer Recruitment

- To ensure a safer recruitment process is in place.
- To ensure that agency supply teachers and other supply staff and vetted by the agency are, when they arrive at school, are the same people that the agency vetted.
- To prevent people who pose a risk of harm from working with children.

- To check staff who work with children.
- To take 'proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.'
- To ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Disclosure and Barring Service Checks

- To ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school.
- To complete prohibition checks for everyone in teaching work and to check that no one is restricted from working as a teacher in another EEA country.
- To ensure all visitors are suitably checked and monitored.
- To ensure Disclosure and Barring Service checks are undertaken for who volunteers to run an after school sports club such as football, netball, rugby etc.
- To ensure Disclosure and Barring Service checks are undertaken for any adult employed by the school from a sports agency who coach children either in school time or as an after school club.

Single Central Record

- To ensure a Single Central Record is in place, up to date and fulfils all statutory requirements that covers everyone who work in regular contact with children such as all:

- school personnel
- trainee teachers on salaried routes
- volunteers
- supply agency staff

The following information will be recorded for all school personnel, trainee teachers and volunteers:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a check of professional qualifications
- a check to establish the person's right to work in the UK
- a section 128 check for those in school management positions
- checks on those who have lived or worked outside the UK

Additional information will be recorded for supply agency staff:

- name of the supply agency
- confirmation checks that the agency has done all of the above
- date when the confirmation was received
- DBS certificate for each supply person
- date when DBS certificate was received

Plus the supply agency will be contacted once the agency worker has arrived in order to verify that that 'is the same person that the agency has completed the vetting checks on'.

Policies and Documentation

- To ensure all school personnel and governors read Part One of 'Keeping Children Safe in Education'.
- To ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures.

Record Keeping

- To have in place a robust and effective record keeping system.
- To ensure all child protection concerns, associated discussions and decisions are recorded in writing in a set format:

  - ☐ The nature of the concern
  - ☐ The name of the person reporting the concern
  - ☐ To whom the concern was reported
  - ☐ When it was recorded
  - ☐ What robust action was taken

- To ensure the record keeping system is kept in one secure central place.
- To have in place an up to date, detailed, accurate and secure child protection file which records all concerns and referrals.

Online Safety

- To have in place IT systems that will effectively filter the internet without over-blocking and systems to monitor online usage.

Covert Cameras and CCTV

- To ensure that regular checks of the school premises take place especially of changing areas by the Site Manager for hidden cameras.
- To ensure that all areas of the school are kept clutter-free in order to prevent the placing or installation of covert cameras.
- To ensure the following procedure is undertaken if a covert camera is found:

  - ☐ will contact the police outlining all known details
  - ☐ will not touch the device
  - ☐ will not look at any images on the camera
  - ☐ will close off the area where the device was found as this is now a crime scene
  - ☐ will not move or remove any articles etc in the crime scene
  - ☐ will inform the local authority Designated Officer
  - ☐ will write an incident report

- To ensure that all CCTV cameras are periodically checked to ensure that they are not facing:

- ☐ areas of expected privacy
- ☐ mirrors

Risk Assessments

- To ensure risk assessments are in place regarding physical intervention, personal care, intimate care, pupils changing for sporting activities, school personnel working 1:1 with a pupil, overnight stays and staying with hosting families on exchange visits.
- To encourage pupils to assess risks to themselves.
- **See new Risk assessments schools re-opening September 2020.**

School Personnel

- To ensure school personnel and pupils do not take **photographic images** without consent or management permission.
- To not promise **confidentiality** to any child but always act in the interests of a child.
- To ensure school personnel are constantly encouraging pupils to **assess risks** to themselves.
- To ensure school personnel have the skills, knowledge and understanding to keep looked after children safe.
- To ensure school personnel are aware of the additional safeguarding challenges to children with **special educational needs and disabilities**.

Female Genital Mutilation

- To ensure all concerns regarding FGM are reported to the police.
- To ensure all school personnel are trained to recognise the symptoms of FGM.

Honour-based Abuse

- To ensure all concerns regarding honour-based violence are reported to the DSL or deputy Designated Safeguarding Lead.
- To ensure all school personnel are trained to recognise the symptoms of honour-based violence.

Fostering

- To report any private fostering arrangements to the local authority.
- To inform the family of the child being fostered that it is their duty to inform the local authority of the private fostering arrangements in place.

Reporting

- To regularly report to the governing body and keep them updated.
- To report annually to the governing body on the effectiveness of the policy.

Dealing with Allegations against School Personnel, School Volunteers, the Headteacher

- To ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff.
- To ensure such allegations are referred to the designated officer(s) at the local authority by the designated safeguarding lead.
- To ensure procedures are 'in place to make a referral 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.'
- To be aware that it is a legal duty and failure to refer when the criteria are met is a criminal offence.

Dealing with allegations of abuse made against other children

- To be aware that children are capable of abusing their peers.
- To have in place procedures to minimise the risk of peer on peer abuse.
- To investigate all allegations of peer on peer abuse.
- To ensure that when dealing with a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Looked After Children

- To ensure school personnel have the skills, knowledge and understanding necessary to keep looked after children safe.
- To ensure that appropriate staff have the information they need in relation to a child's looked after legal status.
- To promote the educational achievement of children who are looked after.
- To ensure the designated teacher for looked after children has the appropriate training.

Children with Special Educational Needs and Disabilities

- To ensure school personnel are trained in recognising abuse and neglect in children with special educational needs and disabilities.

Support and Counselling

- To support and counselling to school personnel if they feel distressed from being involved with a traumatic child protection case or incident.
- To provide guidance, support and training to all staff.

Ofsted Inspection

- To be prepared for an Ofsted inspection by ensuring safeguarding arrangements are firmly embedded into the vigilant culture of the school that will provide sufficient evidence for a successful Ofsted. Evidence that includes having in place:

  ☐ a clear and effective safeguarding and child protection policy;
  ☐ a school environment that is safe and secure;
  ☐ pupils who:

- feel safe and secure;
- know how to make a complaint;
- can name a trusted adult;
- feel safe from bullying and discrimination;
- know how to manage risk.

☐ school personnel who:

- are well trained and understand the indicators of all types of harm;
- work as a team;
- undertake annual refresher training;
- know how to report concerns about pupils and the conduct of other adults;
- have identified learners who may be vulnerable;
- are sufficiently trained in online safety;
- are trained to use de-escalation strategies;
- know that all physical intervention incidents must be recorded, reported, monitored and reviewed;
- will seek the views of the pupil after an incident of physical intervention;
- are aware of the supervision arrangements of pupils whose safety and welfare are at risk.

☐ a system for reporting concerns immediately;
☐ an effective school personnel code of conduct policy;
☐ a system that deals with pupils absence from school;
☐ local procedures that deals with pupils missing from school;
☐ regular discussions with pupils to see if they feel safe and secure;
☐ an improvement plan based on the results of pupil: teacher discussions.

Equality

- To provide leadership and vision in respect of equality.

Monitoring

- To undertake periodic checks to ensure all safeguarding procedures are working effectively;
- To monitor the effectiveness of this policy.

Role of the Designated Safeguarding Lead

The **Designated Safeguarding Lead** takes lead responsibility for safeguarding and child protection and has the 'appropriate status and authority within the school to carry out the duties of the post.'

The Designated Safeguarding Lead will:

Ethos and Learning Environment

- create and maintain a culture of vigilance.

- create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- establish an environment where children feel safe to talk and a culture where school personnel listen to children.

Policy Awareness and Updates

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- familiarise school personnel with the policy and procedures;
- ensure school personnel and governors read and aware of the following documents:

  - ☐ Keeping Children Safe in Education **(2020)** (Part One)
  - ☐ School Personnel Code of Conduct
  - ☐ Safeguarding and Child Protection Policy
  - ☐ Pupil Behaviour and Discipline Policy
  - ☐ Children Missing Education Policy

- ensure school personnel and governors sign a declaration that they have read the above documents;
- provide advice and support to staff on child welfare and child protection matters;
- annually review the policy with the Headteacher;
- keep up to date will all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- ensure new and part time staff have access to and understand this policy and procedures;
- and procedures.

Working Relations

- work closely with the Headteacher, deputy designated safeguarding lead and the nominated governor.
- liaise and seek advice from the Local Authority Designated Officer when the need arises.
- take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so.

Safeguarding Training

- be trained in child protection policy procedures and will renew training every two years in order to:

  - ☐ understand the assessment process
  - ☐ understand the procedures of a child protection case conference and child protection review conference
  - ☐ understand the specific needs of children in need
  - ☐ understand the specific needs of children with special educational needs and those of young carers
  - ☐ have in place a secure and accurate record system of all concerns and referrals

- receive appropriate annual updates.

- undertake Prevent awareness training (Workshop to Raise Awareness of Prevent).
- train school personnel in Prevent awareness.
- undertake training in how to deal with sexting.
- be trained in working with all agencies.
- organise appropriate training for school personnel and governors.

Special Educational Needs

- be alert to the specific needs of children in need, those with special educational needs and young carers.
- be aware that Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

  - ☐ assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - ☐ being more prone to peer group isolation than other children;
  - ☐ the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
  - ☐ communication barriers and difficulties in overcoming these barriers.

- provide extra pastoral support for children with SEN and disabilities;

Peer-on-Peer Abuse

- deal with all incidents of peer-on-peer abuse by:

  - ☐ investigating the incident;
  - ☐ meeting with the appropriate school personnel;
  - ☐ meeting with the pupils involved;
  - ☐ meeting with parents;
  - ☐ providing support for both victims and perpetrators;
  - ☐ making a record of all incidents;
  - ☐ ensure school personnel deal with safeguarding through activities and opportunities in PSHE/Citizenship will equip the children with the necessary skills and awareness to stay safe from abuse.

Sexting

- deal with all incidents of sexting by:

  - ☐ meeting with the appropriate school personnel;
  - ☐ meeting with the pupils involved;
  - ☐ informing the parents unless by doing so will put the pupil(s) at risk;
  - ☐ not viewing the imagery unless it is unavoidable;
  - ☐ contacting social care or the police if the pupil is at risk of harm.

- make school personnel aware of the increased number of cases of sexting among under-16 year olds and the damaging effects that it is having.
- work with the PSHE coordinator to ensure sexting becomes an important topic for discussion with pupils.

Female Genital Mutilation

- raise awareness that female genital mutilation (FGM) affects girls particularly from North African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure all school personnel are trained to recognise the symptoms of FGM;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;

Honour-based Abuse

- raise awareness of honour-based abuse;
- ensure all school personnel are trained to recognise the symptoms of honour-based violence;

Child Protection Procedures

- take the lead in dealing with child protection issues and in deciding what steps should be taken.
- take into 'account the child's wishes and feelings when determining what action to take and what services to provide.'
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk.
- regularly review and monitor the list of vulnerable pupils and especially those who received early help.
- ensure all confidential child protection information is stored securely in central place.
- inform parents that information is kept on their children.
- ensure that no information will disclosed to a parent if this would put a child at risk of significant harm.
- investigate and deal with all cases of suspected or actual problems associated with child protection.

Case Conferences and Core Group Meetings

- will attend:

  ☐ all Child Protection Case Conferences with the appropriate member of staff;
  ☐ all Core Group meetings once a child has been placed on the Child Protection Register;

Contextual Safeguarding

- consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare when undertaking social care assessments;

Referrals

- refer cases of suspected abuse to the local authority children's social care as required.
- support staff who make referrals to local authority children's social care.
- ensure parents are aware that referrals about suspected abuse or neglect may be made.
- take appropriate action if a child's situation does not improve after a referral has been made by pressing for re-consideration;
- record all child protection referrals.
- co-ordinate action within the school.
- provide support for any child at risk.
- not promise confidentiality to any child but always act in the interests of a child.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- refer cases where a crime may have been committed to the Police as required.
- refer cases to the Channel programme where there is a radicalisation concern as required.
- support staff who make referrals to the Channel programme.

Record Keeping

- ensure an up to date child protection file is in place in order to make it easier to record and share information when required.
- ensure all incidents are recorded, reported and kept confidential.
- keep all paperwork up to date.
- report back to the appropriate school personnel when necessary.
- have in place a child protection file that is sub-divided into the following sections:

☐ Administration:

➢ A personal record of each pupil in the file:

- Name
- Date of birth
- Home Address
- Telephone numbers
- Names of parents / carers
- Siblings
- GP contact details
- Outside agency involvement

✓ Health
✓ Ed. Psych.
✓ EWO
✓ Social worker etc

➢ Chronology of events with the most recent at the top.

☐ Internal Information

- Attendance
- School concern forms

- Notes of school meetings
- Notes of conversations with parents

☐ External Information

- Record of phone calls
- Record of emails
- Referral forms etc
- Record of multi-agency meetings plus notes and all formal documents
- Record of the transfer of child protection files when a pupil leaves to join another school by recording the following:

Date of Transfer	Child's Name	D.o.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

☐ Legal documentation

- ensure all original safeguarding and child protection records are transferred 'to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt' (paragraph 79 'Keeping Children Safe in Education' (2018)).
- ensure copies of all safeguarding and child protection records are retained until the person's 26th birthday.

Security of Information

- ensure all child protection records are regarded as confidential and will be kept in a secure place.

Support

- ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence.
- ensure school personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

Fostering

- inform a family of a child who we suspect is being privately fostered that it is their duty to inform the local authority of the private fostering arrangements.

Radicalisation

- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism.

Transition

- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;

Pupils Transferring to another School

- ensure the following procedures will take place if a pupil, on the child protection register, transfers to another school:

  ☐ To contact the case social worker.
  ☐ To pass on to the Designated Safeguarding Lead at the receiving school child protection records only if that school is in the same local authority.
  ☐ To ensure that if a child is moving to another local authority, then information will only be passed on with outline details of case conferences but not minutes of conferences.

Availability

- be available during term time to discuss any safeguarding concerns;
- undertake his/her role by having in place a calendar of priorities:

Suggested Priorities	S	O	N	D	J	F	M	A	M	J	J
Induction training											
NQT training											
Whole school training											
Governor training											
Parent/carers workshops											
Review Safeguarding Policy											
Review all Safeguarding policies											
Review all other documentation											
Review risk assessments											
Review curriculum for safeguarding											
Review impact of safeguarding											
Review safeguarding monitoring procedures											
Review record keeping procedures											
Review school personnel training											
Review communications with parents											
Review each year group											
Review pupil premium											
Review looked after children											
Review safeguarding for pupils with SEND											
Review data and trends											

Plan annual Safer Internet Day											
Review safeguarding information for pupils											
Review safeguarding recruitment procedures											
Review NQT's understanding of safeguarding and child protection											
Update record keeping											
Monitoring											
Reports to the Governing Body											
Update pupil child protection files											
Transition of pupils											
Pass on pupil child protection files to next phase											
End of year report											

Role of the Local Authority

The local authority will:

- be responsible for safeguarding and promoting the welfare of children by working in partnership with schools and other organisations;
- establish a Local Safeguarding Children Board;
- appoint the chairperson to the Local Safeguarding Children Board;
- appoint other members to the Local Safeguarding Children Board;
- have in place a local authority designated officer;
- ensure the Local Safeguarding Children Board is run effectively;
- ensure schools undertake their responsibilities for the safeguarding of children;
- have excellent links with local organisations;
- provide advice, information and guidance to families in the local authority.

Role of the Local Authority Designated Officer

The Local Authority Designated Officer will:

- ensure safeguarding procedures are correctly applied and implemented throughout the local authority;
- provide advice, information and guidance to personnel in the local authority;
- provide advice, information and guidance to families in the local authority;
- be responsible for updating the local authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations;
- work closely with Social Services, the Police, Health professional and all other agencies;
- be the key link to Social Services or the Police during and following formal investigations;
- monitor the progress of cases to ensure that they following the appropriate procedures;
- keep up to date with all changes in legislation;
- will be the local authority representative on the Local Safeguarding Children Board.

Role of School Personnel and Volunteers

School Personnel will:

Designated Safeguarding Lead(s)

- be aware of the following names: ---**see contacts above**

  - ☐ Designated Safeguarding Leads
  - ☐ Deputy Designated Safeguarding Leads
  - ☐ Second Deputy Designated Safeguarding Leads
  - ☐ Nominated Governor for Safeguarding
  - ☐ Chair of Governors: Person to contact regarding concerns about the Headteacher
  - ☐ Local Authority Designated Officer

- understand the roles of all of the above;
- be aware of the following telephone number:

  - ☐ Social Services Referrals
  - ☐ Out of Hours Social Services
  - ☐ Police
  - ☐ NSPCC Whistle-blowing Helpline

Safeguarding and Child Protection

- recognise that safeguarding and child protection is their main responsibility and will 'always act in the best interests of the child';
- read Part One of 'Keeping Children Safe in Education';
- provide a safe school and classroom environment in which children can learn, and ensure pupils:

  - ☐ feel safe and protected;
  - ☐ feel safe to talk and where school personnel listen to children;
  - ☐ know how to assess risk to themselves;
  - ☐ know how to keep themselves safe;
  - ☐ know how to raise a complaint or concern;
  - ☐ know and recognise a trusted adult that they can go to and raise their concerns;
  - ☐ feel supported and protected when they raise a concern;
  - ☐ are kept informed of any actions that have been taken when they have raised a complaint;
  - ☐ feel safe from discrimination and bullying;
  - ☐ are made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.

- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- treat children's welfare with utmost importance;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;

Relevant Documents

- read and be aware of the following documents:

  - ☐ Keeping Children Safe in Education (2020) (Part One);
  - ☐ School Personnel Code of Conduct
  - ☐ Safeguarding and Child Protection Policy
  - ☐ Pupil Behaviour and Discipline Policy
  - ☐ Children Missing Education Policy

Referrals

- remember to make a written record of all verbal conversations;
- make a referral to children's social care or to the police if a child is in immediate danger or at risk of harm and then record the verbal conversation in writing;
- then inform the designated safeguarding lead that a referral has been made;
- maintain an attitude of 'it could happen here' where safeguarding is concerned';
- 'identify concerns early, provide help for children, and prevent concerns from escalating';
- speak with the designated safeguarding lead if they are unsure and then record the verbal conversation in writing;

Contextual Safeguarding

- provide as much background information as possible when assisting with a pupil's social care assessment;

Reporting Concerns

- undertake the following procedure if a pupil makes a disclosure to them:

  - ☐ Listen to the pupil
  - ☐ Remain calm
  - ☐ Offer reassurance
  - ☐ Do not ask the pupil to remove or adjust clothing if bruises are observed
  - ☐ Do not ask leading questions
  - ☐ Let the pupil speak freely
  - ☐ Accept what has been told them without challenge
  - ☐ Do not offer opinion or criticize or lay blame
  - ☐ Reassure the pupil at the end of the disclosure telling them that they have done the right thing
  - ☐ Do not promise confidentiality but inform them that other people need to be told
  - ☐ Record accurately and factually what the child has said in note form
  - ☐ Record observed injuries or bruises on a map of the body
  - ☐ Submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer

- undertake the following procedure if they suspect a child may be a victim of abuse:

  - ☐ Record accurately and factually what they have seen in note form;
  - ☐ Submit a completed critical incident sheet to the DSL;

- be aware that the Designated Safeguarding Lead will then:

  - ☐ Further investigate and keep records of this investigation;
  - ☐ Decide whether to take this referral further or to monitor the situation;
  - ☐ Inform the person making the initial referral of his/her decision;
  - ☐ Prepare in readiness for a case conference/core group meeting the following information on the child:

    - Attendance and punctuality data
    - Academic achievement
    - Child's behaviour and attitude
    - Relationships and social skills
    - Appearance and presentation
    - Any known incidents in or outside school
    - School contact with parents/carers

- be aware that the Designated Safeguarding Lead will follow the following procedure if a parent makes a disclosure to school:

  - ☐ Meet with the parent taking down all details.
  - ☐ Assure the parent that the school will take the matter seriously.
  - ☐ Will inform the parent that he/she will have to take advice from the Local Authority Designated Officer about the disclosure.
  - ☐ Will get back to the parent when a decision has been taken and how to proceed.

Recording Information

- record in writing on C-POMS any concern or incident in the following way:

- Date
- Time
- Place
- Nature of the concern
- All facts
- Observed injuries and bruises
- Note the actual words of the child
- Sign the notes and hand to the DSL

Training

- attend regular awareness and update training on a wide range of safeguarding topics;
- be trained in identifying signs of harm and abuse;
- be aware of child sexual exploitation, radicalisation and extremism;
- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- attend appropriate training sessions on equality;

Reporting

- be aware of the online tool 'Reporting child abuse to your local council';
- know how to report any suspected case of harm or abuse;
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- report to the Headteacher any concerns they may have about another member of staff;
- report to the Chair of Governors any concerns they may have about the Headteacher;
- report to the Senior Leadership Team any concerns they may have about poor or unsafe safeguarding practices and procedures or they may contact the NSPCC whistle blowing helpline;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community;

Female Genital Mutilation

- be trained to recognise the signs of FGM such as:

  - ☐ Difficulty walking, standing or sitting.
  - ☐ Spending longer in the bathroom or toilet.
  - ☐ Appearing withdrawn, anxious or depressed.
  - ☐ Displaying unusual behaviour after an absence from school or college.
  - ☐ Being particularly reluctant to undergo normal medical examinations.
  - ☐ Asking for help, but may not be explicit about the problem due to embarrassment or fear.

- report to the police and to the Designated Safeguarding Lead when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out;
- report if they suspect that FGM has been carried out or whether they consider a girl may be at risk of FGM;
- be aware they face disciplinary procedures if they fail to comply with the mandatory duty;

Honour-based Violence

- be trained to recognise the symptoms of honour-based violence;
- report any concern about honour-based violence to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead;

Fostering

- inform the Designated Safeguarding Lead of any child who they suspect is being privately fostered.

Radicalisation

- report any concerns that they have about pupils who may be vulnerable to radicalisation.

Curriculum

- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being.

Disclosures

- know what to do if a child makes a disclosure.
- ensure that no promise of confidentiality can be made to any child, but always act in the interests of a child.

Confidentiality

- observe confidentiality at all times as the protection of the child is paramount.
- have a professional responsibility to share information with other professionals who are investigating a case.
- ensure that when confiding information to a member of staff a child is made aware that for their own sake this information cannot be kept secret.
- reassure a child that the information will only be shared with the designated teacher who will decide what will happen next.

Support and Counselling

- receive support and counselling if they feel distressed from being involved with a case or incident.

Social Networking

- be cautious when using social networking sites and must:

  - ☐ set their profile as private;
  - ☐ not allow access to pupils or parents/carers;
  - ☐ avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.

- ensure that no contact can be made with pupils or parents/carers via telephone, text message, email or on social networking sites outside school hours.
- ensure not to give personal details such as mobile and home telephone numbers, home or email address to any pupil or parent/carer.

Meetings and Conferences

- be prepared to attend a Strategy Meeting.
- be prepared to attend a Child Protection Case Conference.

Conduct

- ensure that they conduct themselves correctly at all times and do not put themselves at risk.

- be aware of the Safer Recruitment processes and checks.

Role of the First Day Contact Supervisor

The First Day Contact Supervisor is responsible for:

- ensuring the safeguarding of pupils by establishing the whereabouts of all absent pupils by making contact with parents if the school has not been informed of their child's absence;
- implementing this policy with the Headteacher;
- ensuring the following procedure is carried out each day:

  - ☐ Collect registers once registration has been completed;
  - ☐ Monitor registers;
  - ☐ Listen to absence calls and text messages;
  - ☐ Read emails from parents;
  - ☐ Make a list of absence pupils without no explanation;
  - ☐ Double check the list before calling parents/carers to establish the whereabouts of absent pupils;
  - ☐ Contact parents/carers if they have not reported their child's absence by 10.00a.m;
  - ☐ If unable to make contact with parents/carers then call everyone on the contact list;
  - ☐ Leave voicemail and text messages in all cases;
  - ☐ Use school intelligence to establish any information about the unexplained absence;
  - ☐ Check if the absent pupil;
  - ☐ If still no contact with the parents/carers then repeat the calls;
  - ☐ Contact the key worker if a child is on the child protection register and no reason has been given for the child's absence;
  - ☐ If still no contact then send appropriate school personnel to the family home;
  - ☐ If no contact has been made even after visiting the family home of an absent pupil then inform children's services / the police;
  - ☐ Continue to contact the parents/carers throughout the day until contact is made;
  - ☐ Inform the Headteacher and the Designated Safeguarding Lead of the situation.
  - ☐ Keep a log of all actions.

- keeping an up to date list of at least three emergency contact phone numbers for different adults associated with each pupil;
- monitoring individual and class attendance on a daily basis;
- keeping the Headteacher informed of attendance figures and trends;
- organising meetings between the Headteacher and parents to discuss their child's poor attendance;
- organising meetings between the Headteacher and parents to discuss their child's truancy;
- organising meetings between the Headteacher and parents to discuss their application for a term time holiday;
- compiling attendance data reports for the Headteacher, the Governing Body and the EWO;
- ensuring registers are distributed to the teaching staff and are kept up to date.

Role of the Data Protection Officer

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws;
- manage internal data protection activities;
- ensure risk and impact assessments are conducted in accordance with ICO guidance;
- report data breaches within 72 hours;
- ensure individuals have greater control over their personal data;
- ensure that prior to the processing of an individual's data that:

  - ☐ the process is in line with ICO guidance;
  - ☐ the process is transparent;
  - ☐ the individual will be notified;
  - ☐ the notification is written in a form that is understandable to children;
  - ☐ when sharing an individual's data to a third party outside of school that details for the sharing are clearly defined within the notifications.

- share an individual's data where it is a legal requirement to provide such information;
- process all written subject access requests from individuals within 40 days of receiving them;
- have in place a formal contract or service level agreement with a chosen data processor who is GDPR compliant;
- ensure the secure disposal of redundant data and IT hardware holding data in compliance with ICO guidance;
- train school personnel;
- conduct audits.
- be the first point of contact for supervisory authorities and for individuals whose data is processed;
- keep up to date documentation of all data protection activities.
- work closely with the Headteacher and nominated governor;
- periodically report to the Headteacher and to the Governing Body;
- annually report to the Governing Body on the success and development of this policy.

Role of the Curriculum Leader

The Curriculum Leader will:

- ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse;
- ensure by monitoring that children understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community;
- provide strategic leadership and direction;

- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of the E-Safety Coordinator

The coordinator will:

- be responsible for the day to day e-Safety issues;
- undertake an annual e-safety audit in order to establish compliance with local authority guidance;
- ensure that all Internet users are kept up to date with new guidance and procedures;
- have editorial responsibility of the school Web site and will ensure that content is accurate and appropriate;
- ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable;
- undertake risk assessments in order to reduce Internet misuse;
- maintains a log of all e-Safety incidents;
- reports all e-Safety incidents to the Headteacher;
- ensure e-Safety is embedded in all aspects of the curriculum and other school activities;
- organise e-Safety workshops for parents/carers in order to:

  - ☐ increase their understanding of the internet;
  - ☐ discuss the serious safeguarding issues and risks for children online and how to keep them safe;

- coordinate short e-Safety presentations developed by pupils that they will present at school events;
- regularly update the school website with e-safety information for parents;
- send e-safety text messages to parents every term;
- write a brief account of e-Safety in regular newsletters;
- develop a progressive internet safety curriculum for the whole school;
- ensure all new school personnel are aware of and sign the Acceptable Use Agreement;
- ensure all pupils understand the Online Acceptable Use Agreement before signing;
- ensure all parents are aware of and sign the Acceptable Use Agreement;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- make effective use of relevant research and information to improve this policy;

- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Pupils

Pupils must:

- feel safe and protected;
- know how to assess risk to themselves;
- know how to keep themselves safe;
- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns;
- feel supported and protected when they raise a concern;
- be kept informed of any actions that have been taken when they have raised a complaint;
- feel safe from discrimination and bullying;
- be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.

Role of the School Council

Every year the School Council will ask the views of all pupils by issuing a questionnaire and asking:

- Do they feel safe in school?
- Are they aware of basic safeguarding procedures in school?
- Are pupils aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they are aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

Role of and Partnerships with Parents

Parents are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our pupils;
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child;
- aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk;
- aware that they will be kept up to date with all our actions.

Annually we will ask parents if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe;
- they know who talk to if they have any concerns;
- they feel their views are listened to and acted upon.

Parents will be invited to attend safeguarding awareness workshops when their children join the school, annually or when the need arises. In regard to sexual abuse parents will be advised to:

- be aware that the most common form of abuse comes from within the family and it can come from someone who is well-known and trusted in the community;
- talk to their children about sexual abuse in the same way they teach their children about bad behaviour;
- introduce the subject by saying, "I need to talk to you about something which is very important to me.";
- approach conversation in the same way they would teach their children how to play with others and explain where it is correct to touch people;
- not leave it up to teachers to speak to their children about it;
- have simple conversations with their children from the age of five right through to adulthood;
- use opportunities such as at bath-time, walking home from school or in the car to have the first talk;
- avoid scary words so as not to frighten them but to tell them that their body belongs to them, and that they can say no if someone tries to touch them;
- talk to their children about the difference between good and bad secrets;
- introduce their children to the NSPCC's Talk Pants campaign which does not mention sex or abuse but makes a scary message easier to talk about;
- access Talk Pants online and to use bed-time stories to tackle this delicate and very important topic.

The Designated Safeguarding Lead:

- will ensure that parents are aware of this policy;
- will respect parents and children's need for privacy;
- will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral will share all information with parents unless it places the child at risk.

Role and Partnership with Agencies

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

Training

Training organised by the Local Safeguarding Children Board will take place for school personnel, volunteer helpers and governors:

- on induction to the school;
- during NQT induction;
- throughout the academic year.

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

  - ☐ All aspects of this policy
  - ☐ School Personnel Code of Conduct
  - ☐ Keeping Children Safe
  - ☐ Working Together to Safeguard Children
  - ☐ Female Genital Mutilation
  - ☐ Prevent Awareness
  - ☐ Safeguarding pupils who are vulnerable to extremism
  - ☐ Child Sexual Exploitation
  - ☐ Radicalisation and Extremism
  - ☐ Listening to Pupils
  - ☐ The Safe Use of the Internet and Social Media
  - ☐ Equal opportunities
  - ☐ Inclusion

All school personnel must undertake appropriate annual renewal training in:

- Child protection issues
- Restraint training
- Recognising signs of abuse
- Handling disclosures

All school personnel must attend additional awareness training in the following:

- What to do if a child is being abused
- Peer-on-Peer abuse
- Honour-based violence
- Understanding and knowing how to overcome the additional safeguarding vulnerabilities of learners with SEN and disabilities

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;

- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:

  - ☐ Facebook
  - ☐ Twitter
  - ☐ Virtual pin boards
  - ☐ School blog

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Administration of Medicines
- Anti-bullying
- Behaviour
- Child Gone Missing On or Off Site
- Child Missing Education
- Confidentiality
- Disclosure and Barring Service Checks
- Disciplinary Procedure
- Drugs Misuse
- Equal Opportunities
- Exclusions
- E-safety
- Extended School Activities
- Health and Safety
- Parent Involvement
- Photographic and Video Images
- Prevent Duty - Dealing with Extremism and Radicalisation
- Restraint, Safer Recruitment
- Internet Social Networking Websites
- Safer Recruitment
- School Personnel Code of Conduct
- School Security
- School Trips
- Sex Education
- Sexual Violence and Sexual Harassment
- Sick Child
- Special Needs

- Hygiene
- ICT and Access to the Internet
- Intimate Care
- Intruders
- Manual Handling
- Medical and First Aid
- Students on Placement
- Sun Protection
- Toileting
- Uncollected Child
- Visitors and Contractors
- Whistle Blowing

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	Sean Flood	**Date:**	31/08/2020
Vice -Chair of Governing Body:	Paul Mokwenye	**Date:**	31/08/2020