

Learning Together for Life

Jesus said, 'Love one another as I have loved you' John 15:12, New Testament ('Injil')

Stepney Greencoat

Church of England Primary School



Child Protection & Safeguarding Policy

	By	Date
Policy Created		Sept 2019
Policy Approved	Governing Body	
Policy Renewal Date		Sept 2020 or sooner in the event of changes in legislation

This Child Protection and Safeguarding policy is shaped by our vision: Learning Together for Life, Jesus said 'Love one another as I have loved you' John 15:12, New Testament ('Injil').

Learning: As a school we have a strong commitment to everyone as a learner and this is particularly the case for staff as learners in relation to the safeguarding of pupils. We provide regular safeguarding training and updates for all of our staff and all of our staff understand the importance of this policy.

Together: As a school we recognise the need to work closely together, both as a school and with outside agencies to ensure that all of our pupils are safe and protected.

Life: Our policy is built upon prevention and early detection and intervention as we understand the serious, significant lifelong impact on children and families who are harmed.

Our practice in relation to child protection and safeguarding is reflective of Jesus' teaching to 'Love one another as I have loved you' John 15:12, New testament ('Injil').

Safeguarding and Child Protection Policy

Designated Safeguarding Lead - Emily Wright

Deputy Designated Safeguarding Lead - Olga Browne

In their absence - Lorraine Crowe

This policy applies to all teaching, non-teaching, contract and volunteer staff—safeguarding is the responsibility of ALL.

Mission statement

At Stepney Greencoat School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, sexual orientation, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, disability, religion and socio-economic background and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment, which champions respect for all. At Stepney Greencoat School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The DfE updated *Keeping Children Safe in Education* (KCSiE) in September 2019. We will now refer to the Keeping Children Safe in Education (September 2019) document in all matters relating to Safeguarding and Child Protection.

This document replaces:

- Keeping Children Safe in Education (2018);
- Safeguarding Children and Safer Recruitment in Education (2006);
- Dealing with allegations of abuse against teachers and other staff: Guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools (2012).

All staff must have, as a minimum, read KCSiE, Part One. All staff working directly with children will also need to read Annex A (this is in fact issued to all staff irrespective of their role). All Stepney Greencoat Primary School (known as the school) staff have a legal duty to safeguard and promote the welfare of children. They must also maintain public trust in the teaching profession as part of their professional duties. **The overarching safeguarding message remains as maintaining an attitude of “it could happen here”.**

This policy should be read in conjunction with other related policies in school. These include:

- Behaviour and Anti-bullying
- Health and Safety Procedures
- Relationships and Sex Education

- Attendance
- Equality
- E-Safety
- Whistleblowing
- Staff Code of Conduct
- Dealing with allegations against staff
- Complaints policy
- Radicalization and Extremism (Prevent).

All staff should familiarise themselves with these upon induction so that they are fully aware of the school Safeguarding and Child Protection policies and procedures and are able to fully implement these.

Purpose:

The Safeguarding and Child Protection Policy provides clear direction to staff and others about expected behaviour in dealing with Child Protection issues. The policy also makes explicit the commitment to the development of good practice and sound internal procedures. This ensures that Child Protection concerns and referrals may be handled sensitively, professionally, and in ways which support the needs of the child.

The school will ensure:

- that school admin officers, HTs and/or SBMs have sight of the DBS certificate and that any information on that certificate is assessed (DBS certificates now go directly to the employee and this can slip through the net);
- that all staff and governors are aware that from now on, staff with concerns about another adult in the school **must report this to the Head Teacher** (Emily Wright);
- that all staff and carers have a copy of, and understand the written procedures for, managing allegations (Ofsted s/g doc 2015).

Aim

The aim of the school is to safeguard and promote children's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The children's welfare is of paramount importance.

In order to protect and support children there will be an emphasis on:

- prevention through a positive and open atmosphere, teaching, and pastoral support to students;
- protection through following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns;
- support for children who may have been abused.

Our Commitment

The school recognises that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, especially those at risk of, or suffering from, abuse.

The school will ensure that there are systems in place for every child's voice to be heard and taken into account when determining action by:

- maintaining an ethos where children feel secure and are encouraged to talk, and are listened to;

- ensuring that children know that there are adults in the school who they can approach if they are worried or are in difficulty. **The name of the Designated (Emily Wright) and Deputy Safeguarding Lead (Olga Browne/Lorraine Crowe) must be displayed clearly in every classroom;**
- including in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- ensuring that, wherever possible, every effort will be made to establish effective working relationships with parents and with colleagues from other agencies.

Roles and Responsibilities

All adults working with, or on behalf of, children have a responsibility to safeguard and promote the welfare of children. There are, however, key individuals who have specific responsibilities under Child Protection procedures:

There will be a Designated Safeguarding Lead (DSL – Emily Wright) and a Deputy (Olga Browne/Lorraine Crowe) to ensure that the Safeguarding and Child Protection Policy and procedures are embedded in the school, and to lead on training, receive referrals, and liaise both internally with leaders and externally with agencies in regard to Child Protection.

There will be a designated teacher to promote the educational achievement of children who are “looked after” and to ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe.

All governors and staff must be familiar with the Safeguarding and Child Protection Policy and the Professionalism and Staff Code of Conduct Policy, which include staff/pupil relationships and communications, including the use of social media.

See our other policies:

- Staff Code of Conduct Policy
- E-Safety policy.

The Local Authority (LA) Child Protection Service is responsible for investigating and taking appropriate action, including reporting back to the school, when referrals are made due to concerns regarding Child Protection.

The LDBS Directors have ultimate responsibility for ensuring that all schools in the Diocese follow statutory safeguarding aspects and have clear procedures in place to ensure the safety and welfare of pupils and staff.

The Directors will ensure that:

- all schools in the Diocese have a Staff Behaviour Policy or Staff Code of Conduct, which is issued to all staff. The job description of the person who is the Designated Safeguarding Lead (Emily Wright), who must be a senior leader, explicitly includes and sets out the duties of that role (New Safeguarding Duty);
- the schools have arrangements in place to provide cover for the Designated Safeguarding Leader (Olga Browne/Lorraine Crowe);
- the Designated Safeguarding Leaders are given the appropriate resources (time, funding, training and support) to carry out the duties of that role, including the time to attend strategy meetings, case conferences and core group meetings;
- the schools have arrangements in place to handle allegations against other children (i.e., child-on-child abuse);

- all schools have a Designated Teacher who promotes the achievement of Children Looked After (CLA) in the school (if not the Designated Safeguarding Lead Olga Browne/Lorraine Crowe);
- the Designated Teacher for CLA has appropriate training;
- the schools have appropriate safeguarding arrangements in place to respond effectively where a child has gone missing, especially where this happens repeatedly;

The Local Governing Body (LGB)

The Local Governing Body (LGB) is responsible for ensuring that the school has appropriate Safeguarding and Child Protection procedures in place which are regularly reviewed and meet the LDBS policy requirements. The LGB will expect regular updates, at least annually, on general Safeguarding and Child Protection issues, but not details of specific Child Protection situations due to the confidential nature of this information.

LGBs must ensure that their 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 Local Safeguarding Children Board (LSCB)”.

The Local Governing Body will:

- send a termly report on any issues that have arisen to the Directors of the LDBS;
- inform the LDBS and the Local Authority of the name of the nominated governor or new staff member and ensure that any changes are notified immediately;
- ensure that the school has a Designated Safeguarding Lead (DSL – Emily Wright) and Deputy Designated Safeguarding Lead (Olga Browne/Lorraine Crowe), who must have training every two years, and that regular training is provided for all staff (Deputy DSLs must also attend training every two years);
- ensure a Designated Teacher is appointed to promote the achievement of Children Looked After (CLA) in the school—or make it clear that the DSL (Olga Browne/Lorraine Crowe) is also responsible for this;
- ensure the Designated Teacher for CLA has appropriate training (New Safeguarding Duty);
- ensure the school has appropriate safeguarding arrangements in place to respond effectively where a child has gone missing, especially where this happens repeatedly;
- ensure that Safer Recruitment (Best Practice) is followed in all appointments and that at least one person who has been appropriately trained in safer recruitment is on each appointment panel; also, ensure that the school has sufficient senior staff trained in Safer Recruitment (Best Practice);
- ensure that their school continues to hold and maintain a Single Central Record of vetting checks that comply with statutory safeguarding requirements, as set out in the new guidance and in staffing regulations, and which is checked termly by a LGB representative;
- ensure that their school has obtained, and holds on record, written confirmation from any supply agencies and/or contractors that the agency / contractor follows safer recruitment best practice when employing staff that they will supply to the school;
- ensure that all new staff, including supply staff and volunteers, are given mandatory induction which makes certain that all new staff are familiar with this policy, reporting arrangements, and the policies listed on page 2 of this document;
- in addition to staff induction, ensure that all staff members are provided with a copy of the Staff Code of Conduct Policy, and that the Designated Safeguarding Lead (Emily Wright) and Deputy DSL’s (Olga Browne/Lorraine Crowe) names are made clear when the policy is discussed;
- ensure, in line with best practice, that all new staff including volunteers and supply staff are given a copy of the summary of *Keeping Children Safe in Education* and are asked to sign that they have read this, with a copy of this signature to be kept in their file. These signatures will be seen termly by a representative of the Trust, along with the Single Central Record.

All governors are required to submit an **enhanced DBS check**, which will be seen and recorded on the SCR.

In regard to DBS checks in safer recruitment, before using the Update Service, schools must:

- obtain consent from the applicant to do so;
- confirm the certificate matches the individual's identity;
- examine the original certificate to ensure that it is for the appropriate workforce.

School staff

The Head Teacher (Emily Wright) has overall responsibility for all aspects of Safeguarding and Child Protection within the school **as noted above**.

In addition, she will:

- consider how children are taught about safeguarding by using the curriculum to facilitate this, in particular E-Safety and PSHE;
- ensure that volunteers and visitors are appropriately supervised, particularly if they do not have DBS checks;
- ensure staff understand and have information necessary to keep CLA children safe;

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the Designated Safeguarding Lead (Emily Wright) or Deputy (Olga Browne/Lorraine Crowe). In exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

A person will be considered to be engaging in regulated activity if as a result of their work, they

- will be responsible, on a regular basis in a school, for teaching training, instructing, caring for or supervising children;
- will carry out paid, or unsupervised unpaid, work regularly in a school where that work provides an opportunity for contact with children;
- engage in intimate or personal care or overnight activity, even if this happens only once.

As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate including barred list checks must be obtained.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This includes contractors who would have the opportunity for contact with children and who work under a temporary or occasional contract.

The Head Teacher (Emily Wright) is the line manager for the leadership and management of safeguarding policies and procedures as listed above.

The Designated Safeguarding Leader (Emily Wright) will ensure that all aspects of the Safeguarding and Child Protection Policy are established and maintained and that safeguarding procedures are fully in place. The role includes leading on training, receiving and coordinating referrals and documentation, liaising both internally with the Head Teacher and the LGB and externally with agencies, as well as offering support and guidance to pupils and staff when necessary.

The Deputy Designated Safeguarding Leader (Olga Browne/Lorraine Crowe) will ensure continuity of the above in the absence of the Safeguarding Leader.

School staff are responsible for the safety and welfare of pupils. They must always inform the Designated Safeguarding Leader (Emily Wright) of any concerns they have about a pupil's safety and

well-being. These concerns must be recorded and discussed with the Safeguarding Leader (Emily Wright) who will decide on whether the pupil is, or is likely to, suffer significant harm, and whether or not to make a referral.

Disclosure

It is vital that staff never guarantee confidentiality to a child as other people may need to be informed and involved. If a child asks a member of staff to keep a secret, the child should be informed sensitively that this cannot be guaranteed and that they may need to inform someone else in order to seek help and support. The information would not be given to anyone other than those who need to know it, in the best interests of the child.

Guidance for staff if a child makes a disclosure:

- allow child to tell you in their own time;
- don't interrupt unless you need clarification;
- don't lead or prompt;
- reassure the child that you have heard and tell them what you will do next;
- **do not promise confidentiality**;
- write it down as soon as you can and draw a body map if necessary (use CPOMS – see below);
- report this to the Designated Safeguarding Leader (Emily Wright) urgently.

Procedures to follow if a member of staff is concerned about the welfare or safety of a child

Any concern about the welfare or safety of a child should be reported directly to the Designated Safeguarding Leader (Emily Wright) or deputy (Olga Browne/Lorraine Crowe).

Details of the concern should be uploaded on **CPOMS** including precisely what a child has said. The child should be reassured and believed. Confidentiality or keeping of secrets should not be promised to the child.

Procedures to follow when the Safeguarding Leader (Emily Wright) is notified of a concern about the welfare or safety of a child

On receiving notification of a concern about the welfare or safety of a child, the Designated Safeguarding Leader (Emily Wright) will investigate the matter further, as soon as possible, by speaking to relevant people appropriate to the situation. A decision will then be made as to whether action needs to be taken and, if so what action would be appropriate. The Deputy Designated Safeguarding Leader (Olga Browne/Lorraine Crowe) will follow this procedure in the absence of the Designated Officer (Emily Wright). The Head Teacher (Emily Wright) and Head of School/Deputy Head (Olga Browne/Lorraine Crowe) /parallel individual (if not the Designated Safeguarding Lead – Olga Browne/Lorraine Crowe) will be informed as appropriate.

Parents should be contacted only once advice has been sought.

Procedures to follow if an allegation is made against a member of staff

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher (Emily Wright) this should be referred to the Chair of the LGB.

There must also be procedures 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. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Information to share

Practitioners should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with their manager if in doubt.

Shared information should be:

- necessary and proportionate;
- relevant;
- adequate;
- accurate;
- timely;
- secure;
- recorded.

Share information when:

- there is a clear and legitimate purpose for sharing information;
- you have consent to do it;
- there is another reason to share information such as to fulfil a public function or to protect the vital interests of the information subject.

How to share information:

- identify how much information to share;
- distinguish fact from opinion;
- ensure that you are giving the right information to the right individual;
- ensure where possible that you are sharing the information securely;
- inform the individual that the information has been shared if they were not aware of this, as long as this would not create or increase risk of harm.

Safer recruitment (also noted in Roles and Responsibilities of LGB, but included under this heading as well for ease of reference)

The Local Governing Body and Head Teacher (Emily Wright) will ensure that all the procedures are followed by the staff and they are responsible that the school has sufficient senior staff trained in Safer Recruitment.

Concern about safeguarding practices within the school

- staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school management team;
- where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them such as LSCBs, or LA Prevent or Channel Coordinators.

Training and Support

The Head Teacher (Emily Wright), the Child Protection Leaders, and the members of the LGB will attend training relevant to their role; e.g., Child Protection, Safer Recruitment. The entire staff will receive external Safeguarding & Child Protection training **regularly** and leaders **at least every two years**, in line with statutory requirements.

Training information related to Child Protection is disseminated to staff as appropriate through meetings, staff briefings, staff bulletins and CPD.

Induction of new staff and other adults (supply staff, students, volunteers, etc.) is provided by the Designated Safeguarding Leader (Olga Browne/Lorraine Crowe) and, in line with the most recent legislation, ensures that they are provided with a copy of this policy, the staff behaviour code, and the other policies named on page 2 of this document. They will be given the opportunity to discuss the contents of these policies and will then be asked to sign to state they have read and understood them.

New staff, including volunteers, will also be given a copy of the summary of *Keeping Children Safe in Education* and asked to sign that they have read this and a copy of this signature put on their file. A training record detailing the type of training provided, who attended, and the dates, is kept by the school and is available for review by the LGB and the LDBS Board of Directors.

Professional Confidentiality

Individual Safeguarding and Child Protection concerns are confidential. All Child Protection documentation involving individual students will be kept in a locked office in a locked cabinet or password-protected digital file. Only members of staff who need to be informed are informed of such concerns; this would always include the Head Teacher and Safeguarding Leaders. The child's class teacher will be given need-to-know information and not necessarily all the details linked to the case. In some circumstances it may be necessary to inform other members of staff, such as the SENDCo and TA. The LGB will not be informed about individual Safeguarding and Child Protection concerns. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others (including to social service departments) must always, however, have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998; European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure must be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

The Local Safeguarding Children Board must be informed of any allegation made against a member of staff.

Records and Monitoring

Well-kept records are essential to good Safeguarding and Child Protection practice.

Records of pupil behaviour and welfare are recorded on a secure system. Any paper records are kept locked in a secure filing cabinet in a secure office.

Children with Safeguarding and Child Protection concerns are monitored by the Designated Safeguarding Leaders (Emily Wright & Olga Browne) and by the relevant staff who work with the pupils, e.g. their class teacher. The staff will be provided with need-to-know information only. The Designated Safeguarding Leader (Emily Wright) must always be informed if there are Child Protection concerns about a pupil. The concerns must be recorded and discussed with the Designated Safeguarding Leader (Emily Wright), who will decide on whether the pupil is, or is likely to, suffer significant harm, and whether or not to make a referral.

If a pupil transfers to another school, the Safeguarding and Child Protection records are taken to the new school and the school will keep a copy of pertinent documents. If a pupil leaves the school for any reason, the records will be handed to the Designated Safeguarding Leader of the new school or sent by registered post to the named person and evidence of a receipt requested and kept on file.

The school will ensure that it has at least 2 emergency contacts for each pupil.

Attendance at Child Protection Conferences

These conferences are multi-agency meetings for all those involved with a pupil where a Child Protection referral has been accepted. All term-time conferences are attended by the relevant Designated Safeguarding Leader, who will have been trained to produce relevant verbal and written reports through pastoral meetings and via CPD.

Supporting Students at Risk

School may be the only stable, secure, and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant and there may even be moves to consider suspension or exclusion. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We will endeavour to support students through:

- the curriculum, to encourage self-esteem and self-motivation;
- robust Online and E-Safety policies and guidance;
- the culture and ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued;
- opportunities for pupils to share concerns through strategies such as circle time/worry boxes/school counsellor (if applicable);
- the implementation of behaviour strategies;
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays;
- regular liaison with other professionals and agencies that support the students and their families;
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so;
- the development and support of responsive and knowledgeable staff trained to respond appropriately in Child Protection situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment, and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. Additional barriers can exist when recognising abuse and neglect in this group of children. 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, or mental health issues, children may also be vulnerable and in need of support or protection. Pupils at risk from radicalisation will be supported as detailed in our Radicalisation and Extremism Policy.

Care leavers

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Designated safeguarding leads should therefore have details of the local authority Personal

Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

The use of 'reasonable force' in schools and colleges

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Missing children in education policy

All children are entitled to receive a full-time education. A child going missing from education might be a consequence of abuse or neglect.

This policy provides information on current developments for identifying children at risk of going missing from education. All staff must consider the risk of potential safeguarding concerns.

This policy seeks to maximise opportunities and minimise risks to children's well-being in relation to their:

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution made by them to society;
- social and economic well-being.

The policy is offered with the aim of providing a minimum standard of safety for children who are registered with LDBS schools and who are, or go, missing from school and give rise to concern that they may be classified as "missing, whereabouts unknown".

A child who is not receiving a suitable education is a compulsory school-age child who is not on the roll of a school, who is not receiving a suitable education at home and who is not placed in alternative provision by a local authority.

Suitable education is defined as efficient full-time education suitable to pupil's age, ability and aptitude and to any special educational needs he/she may have.

The duty does not apply in relation to children who are registered at a school who are not attending regularly.

The policy includes:

- pupils with an Education Health and Care Plan awaiting an appropriate placement who have been out of school for four weeks following the issue of their EHP;
- permanently excluded pupils who have not accessed a new school placement or appropriate alternative educational provision;
- long-term non-attenders who have missed school for four consecutive weeks;
- pupils who have been withdrawn from school to be home educated and the home education inspection has not yet taken place.

Children can fall out of the education system because they:

- fail to start appropriate provision and hence never enter the system;
- cease to attend, due to exclusion (including illegal, unofficial exclusion);
- live a lifestyle which involves travelling;
- are withdrawn from school by their parents;
- fail to complete a transition between providers (e.g., being unable to find a suitable school place after moving to a new LA);

- receive home education;
- for their state of health.

The school's aim is to limit the opportunities for children to go missing when they fall out of the education system; we have a range of processes and procedures including:

- regular monitoring of school attendance and auditing of school registers;
- maintenance of a 'Central Register' of children at risk of missing education;
- a coordinated Admissions scheme.

The school must inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the LA.

In order to be certain that children are not put at risk, children who were down to start school but did not arrive should also be reported to the LA as missing.

Alternative Provisions

We remain responsible for the safeguarding of our pupils when they are placed in an alternative provision. We will obtain a written statement from the provider confirming that they have completed all the vetting and barring checks that are necessary for their staff.

Specific safeguarding issues

- **Female genital mutilation (FGM)** If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out, or is likely to be carried out, on a girl who is aged under 18, there will be a **statutory duty upon that individual to report** it to the police;

- **Preventing radicalisation** The Counter-Terrorism and Security Act 2015 "places a duty on specified authorities, including local authorities and childcare, education and other children's services providers to have due regard to the need to prevent people from being drawn into terrorism (the 'Prevent duty')". The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Schools are listed in the Act as partners of the panels.

We will ensure, in line with the Prevent Duty, that one staff member **as a minimum** (probably the DSL) is trained in Prevent. Please see our Radicalisation and Extremism Policy for more details, which includes potential risk factors and possible signs of engagement with extremist ideology.

- **Peer on Peer abuse** We recognise that even young children can abuse their peers. We understand that it is more likely that girls will be the victims and boys will be the perpetrators, however, vigilance is necessary and concerns will be acted upon immediately. Peer on peer abuse includes bullying, physical abuse, sexual violence, sexual harassment, sexting and so called initiation ceremonies. We will remain objective to the facts and not pass off incidents as 'banter' or 'part of growing up'. We will teach children appropriate behaviour and language to avoid any situations escalating.

- **Upskirting** is now a form of peer-on-peer abuse. It is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Serious violent crime all staff must know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing

- Signs of assault/unexplained injuries

Staff must be aware of the associated risks and understand the measures in place to manage them.

Early Years Foundation Stage

Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific Safeguarding and Child Protection duties set out in the Childcare Act 2006 and related statutory guidance.

The school will ensure that children taught in the reception class are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are Child Protection concerns.

Notifications will be made to Ofsted by the DSL under the guidance of the LADO in the event of an allegation of serious harm or abuse by any person working in the early years setting.

Safeguarding in the EYFS

All safeguarding policies will apply equally to children in Early Years settings so far as they are relevant to that age group.

Child Protection and the Use of Mobile Phones

Early Years settings within the school will follow school procedures set out in this policy. In addition, the school has the following Child Protection procedures and expectations:

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
- parents are prohibited from taking any photographs of children in the early years setting. The only exception would be in the event of a class assembly;
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum, and they should use only school equipment for this purpose;
- staff must use mobile phones during breaks in the staff room and not whilst children are present, unless in an emergency situation;
- school cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home;
- the use of personal mobile phones and camera by staff to take photos of children both in and out of school is not permitted.

Staff

Consideration and support will be provided for staff where appropriate, so that personal or professional difficulties do not get in the way of protecting children.

Staff are advised to avoid situations where allegations may be made against them and are advised against working one-to-one with students. Where this is unavoidable, it is advised that they work in view of another member of staff. Support will be given to staff witnessing or involved with CP issues. Guidance for staff about sexual matters is given in the Relationships & Sex Education policy. It is vital that the guidance in this policy is followed in order to maintain positive working relationships with parents.

The Multi-Agency Assessment and Referral Form

This form should be used when we consider that a child has needs which cannot be met solely by the services or resources within the school, and where, following an assessment of the situation, we

believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child. In these circumstances, we will have records detailing what work has been undertaken by the school to support the child and family, and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Multi-Agency Assessment and Referral form. The request for coordinated support services for a family should always be discussed with parents, unless to do so would place the child or others at risk of harm.

Where, following an assessment of a situation, it is considered that immediate protective action is required; a Child Protection referral must be made by the Designated Safeguarding Leader (Emily Wright) or Deputy (Olga Browne/Lorraine Crowe). This referral will be by telephone to the relevant team of social services, followed up by hard copy for confirmation. This referral will be done urgently. The Multi-Agency Form should then be forwarded by the Designated Safeguarding Lead to Social Services. If it is a Child Protection referral:

- the referral form is completed by the Designated Safeguarding Leader (Emily Wright) or Deputy (Olga Browne/Lorraine Crowe);
- a copy of the form is retained in the secure Child Protection file;
- the Head Teacher is informed of all referrals.

Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the London Child Protection Procedures.

Visitors to the school will sign in, wear badges, and be accompanied at all times unless they have been screened using DBS procedures.

Parents and carers are informed as to the school's duties and responsibilities regarding Child Protection and other safeguarding-related aspects and policies through the school prospectus and website.

APPENDIX 1

Recognising Abuse: From Child Welfare Information Gateway

Recognising child abuse

The following signs may signal the presence of child abuse or neglect.

The Child:

- shows sudden changes in behaviour or school performance;
- has not received help for physical or medical problems brought to the parents' attention;
- has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes;
- is always watchful, as though preparing for something bad to happen;
- lacks adult supervision;
- is overly compliant, passive, or withdrawn;
- comes to school or other activities early, stays late, and does not want to go home.

The Parent:

- shows little concern for the child;
- denies the existence of—or blames the child for—the child's problems in school or at home;
- asks teachers or other caregivers to use harsh physical discipline if the child misbehaves;
- sees the child as entirely bad, worthless, or burdensome;
- demands a level of physical or academic performance the child cannot achieve;
- looks primarily to the child for care, attention, and satisfaction of emotional needs.

The Parent and Child:

- rarely touch or look at each other;
- consider their relationship entirely negative;
- state that they do not like each other.

Types of Abuse

The following are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

Signs of Physical abuse

Consider the possibility of physical abuse when the child:

- has unexplained burns, bites, bruises, broken bones, or black eyes;
- has fading bruises or other marks noticeable after an absence from school;
- seems frightened of the parents and protests or cries when it is time to go home;
- shrinks at the approach of adults;
- reports injury by a parent or another adult caregiver.

Consider the possibility of physical abuse when the parent or other adult caregiver:

- offers conflicting, unconvincing, or no explanation for the child's injury;
- describes the child as "evil," or in some other very negative way;
- uses harsh physical discipline with the child;
- has a history of abuse as a child.

Signs of Neglect

Consider the possibility of neglect when the child:

- is frequently absent from school;
- begs or steals food or money;
- lacks needed medical or dental care, immunisations, or glasses;

- is consistently dirty and has severe body odour;
- lacks sufficient clothing for the weather;
- abuses alcohol or other drugs;
- states that there is no one at home to provide care.

Consider the possibility of neglect when the parent or other adult caregiver:

- appears to be indifferent to the child;
- seems apathetic or depressed;
- behaves irrationally or in a bizarre manner;
- is abusing alcohol or other drugs.

Signs of Sexual abuse

Consider the possibility of sexual abuse when the child:

- has difficulty walking or sitting;
- suddenly refuses to change for gym or to participate in physical activities;
- reports nightmares or bedwetting;
- experiences a sudden change in appetite;
- demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour;
- becomes pregnant or contracts a venereal disease, particularly if under age 14;
- runs away;
- reports sexual abuse by a parent or another adult caregiver.

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex;

- is secretive and isolated;
- is jealous or controlling with family members.

Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the child:

- shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression;
- is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example);
- is delayed in physical or emotional development;
- has attempted suicide;
- reports a lack of attachment to the parent.

Consider the possibility of emotional maltreatment when the parent or other Adult care-giver:

- constantly blames, belittles, or berates the child;
- is unconcerned about the child and refuses to consider offers of help for the child's problems;
- overtly rejects the child.

Next steps - we will:

1. Ensure that all policies and procedures are updated in line with KCSiE 2019 statutory guidance, DfE Prevent Duty guidance and arising aspects from the Ofsted safeguarding document, e.g.: - pupils missing in education;
 - Prevent procedures;
 - internet safety;
 - broad and balanced curriculum (see policy and procedure section in checklist).
2. As for KCSiE 2016, ensure that there is a designated teacher to promote the achievement of Children in Care--focus on current inspections. See separate section in document.
3. Check that those leading on and managing safer recruitment procedures are aware of the guidance on DBS and barred list checks.
4. Ensure that school admin officers, HTs and/or SBMs **have sight of the DBS certificate** and that any information on that certificate is assessed– (DBS certificates now go directly to the employee and this can slip through the net).
5. Ensure that the formal staff behaviour code (code of conduct /staff behaviour policy) is updated annually and includes information and clarity on staff/pupil relationships and communications including use of social media and whistleblowing.
6. Provide ALL staff with, and ensure that they read, **Part 1 of KCSiE 2019**. For those working directly with children, they will also be required to read Annex A, although we issue this to all staff irrespective of post.
7. Ensure that: - all staff and governors are aware that from now on, staff with concerns about another adult in the school **must report this to the Head Teacher** (Emily Wright)(and not the DSL as in 2014);
 - all staff and carers to have a copy of and understand the written procedures for managing allegations (Ofsted s/g doc2015).

8. Ensure that: - “appropriate whistleblowing procedures (reflected in staff training and staff behaviour policy) are in place for such concerns to be raised with school’s management team” (KCSiE 2018) and; - that staff understand how to manage concerns about the practice of adults in respect of the safety and protection of children and learners (Ofsted 2015).
9. Ensure CP files are transferred as soon as possible (record dates when sent) and that you ensure “secure transit and confirmation of receipt are obtained”.
10. Note and inform staff and governors that “*In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children’s social care.*” .
11. Review procedures so that all staff know how to make a complaint.
12. Ensure, for schools using alternative provision for pupils, that procedures are in place to check they are registered (not all are).
13. Ensure that the LGB is satisfied that appropriate arrangements are made with regards to H&S to protect staff and learners from harm.
14. Consider mapping the curriculum offer to ensure that safeguarding aspects are included appropriately for each year group—it is a good idea to have this as a highlighted document (see curriculum section).
15. Consider revisiting and clarifying procedures for pupils missing in education- this to also include pupils who go missing at lunchtimes (secondary schools).
16. Consider the message the school conveys about CP and Safeguarding through the school website-- newsletters, policies, guidance for parents, etc.
17. Ensure there is a clear approach (and guidance) to implementing the Prevent Duty and keeping children and learners safe from the dangers of radicalisation and extremism (Ofsted 2015) as schools are listed in the Act as partners of the Channel panels (KCSiE 19). - Staff must understand when it is appropriate to make a referral to the Channel programme.
- Staff will receive Prevent training so that they are able to identify pupils who may be vulnerable to radicalisation and to challenge extremist ideas.
18. Ensure that the curriculum provides opportunities to support pupils in critical thinking, British Values, citizenship, etc.
19. Ensure as a minimum that a senior leader undertakes/has undertaken Prevent awareness training and is able to provide advice and support to staff on protecting pupils from the risk of radicalisation. The Register of training undertaken will record this duty.
20. Ensure that “policy and procedures for ensuring that visitors to the school are suitable, checked and monitored, e.g. external speakers at school assemblies” (Ofsted 2015).
21. Keep a record of referrals made to the Designated Safeguarding Leader and Deputy and a note of which were subsequently referred to the LA, with brief details of the resolution (Ofsted 2015).

22. Ensure that there are procedures are in place to make a referral to the DBS if a person has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned. (This is a legal duty and failure to refer is a criminal offence.)

23. There are systems in place for the child's voice to be heard and taken into account when determining action. These systems must allow children the ability to express their views and give feedback.

24. The school is confident that EYFS policy and procedures are effective in safeguarding children (see EYFS section).

APPENDIX 2

An example of information given to parents to explain the school's legal duty to refer

The school has a legal duty to make every effort to keep children safe.

If school staff members have a worry or are told information which should be passed on, we have a legal duty to tell social services.

- schools report;
- social services investigate.

If we have a concern about a child, we will usually try to tell the parent before contacting social services. In some situations, though, we will not be able to do so.

When parents receive a call from the school or social services, we understand that it can be a very emotional time. Parents should try not to panic but work together with the different agencies. This helps situations to be sorted out quickly and for families to receive the help that they need.

Staff are only told about referrals on a "need to know" basis so information is dealt with in a professional and confidential way. **There will be no gossip.**

We always want to keep continued good relationships, even during difficult times.

APPENDIX 3

Safeguarding training log suggestion for front of safeguarding file

- CP training for: • DSLs
- Whole staff--formal
- Whole staff--ongoing (e.g., review annually)
- Governors

- Safer recruitment training (including governors) and date;
- First aid training-list numbers trained, when completed and type of certificate, e.g. paediatric/emergency/comprehensive training – include names if possible;
- Epi-pen/asthma/anaphylaxis – list number trained and when completed;
- Use of physical restraint (if needed);
- Any other medical training, e.g. on diabetes;
- Any other relevant safeguarding training, e.g. E-Safety for parents, staff, pupils;
- Prevent (or Channel) training for safeguarding vulnerable pupils in regard to extremism.

Site manager:

- H&S training and date—any aspects.

Have certificates to support the above training in the file. If certificates are not available, then file the letter of acceptance on the course. The file can be either electronic or paper (or both.)

Long-Term Storage of Files

There is no clear guidance on how long schools should store child protection files. However, files may be needed for a variety of purposes. They may need to be linked to concerns about younger siblings. They may be needed for future court hearings either in the family proceedings court or civil action for compensation. They may be needed for future serious case reviews. For all these reasons, it is best to store the file permanently, pending any further national guidance on storage times. Files can be scanned and saved electronically.

APPENDIX 4

Annual/termly Safeguarding Report to the LGB (adjust accordingly)

Vulnerable pupil overview

Safeguarding & Child Protection	
Children in Need (CIN)	
Looked After Children link governor	
Agency involvement or school monitoring	

Meetings:

Case conferences:	
CIN review:	
LGB:	
Professional meetings:	
TAC (team around the child)	

SCR: approved/ monitored: date(s)

First aiders: number Paediatric x, At Work x, Appointed persons x, etc.

Accidents this term: X pupils, X adults

Over time

	Pupils	Adults	Total
Autumn			
Spring			
Summer			
Total			

Fire drills:

Autumn term:	Date(s) and action noted
Spring term	Date(s) action noted and comment on whether previous actions met
Summer term:	As above

Health & Safety

Inspections of site by H&S governor: actions noted, etc. (H&S governor can complete this or write a short overview)

Risk Assessments:

Any changes due to site changes

Any individual Risk Assessments for pupils (no names)

Premises: anything of note not already covered, e.g. new CCTV, etc.

Security breaches: (none/1/ etc. and details)

Safeguarding CPD:

e.g. domestic violence: date

e.g. Designated Safeguarding Lead training, epi-pen training whole school: date

Safer recruitment: number of Governors trained and number of school staff—names can be included.

What is abuse?

Criminal law levels of intent

	Accidental/Inadvertent	Intentional
Physical	<ul style="list-style-type: none"> • accidental striking • rough play • inappropriate restraint • not providing/attending training • <i>inattention to hygiene needs, e.g., head lice</i> • ignoring safety requirements • <i>getting young children to do household chores such as ironing</i> • <i>over/under feeding</i> 	<ul style="list-style-type: none"> • deliberate striking or burning • hitting • shaking • throwing • <i>poisoning</i> • <i>suffocating</i> • <i>fabricated or induced illness</i> • kicking
Emotional	<ul style="list-style-type: none"> • inappropriate use of humour • lack of sensitivity in class discussions, e.g. children who may be suffering bereavement, parent in prison, etc. • failure to intervene • inattention to cultural/ethnic norms • ignoring child • <i>parent and child are 'friends'; abrogation of parental responsibility</i> • <i>domestic violence</i> 	<ul style="list-style-type: none"> • deliberate rudeness or blanking • sarcasm • threats/bullying • humiliation • lack of praise • undermining confidence • ridicule • constant criticism • <i>denied love and affection</i> • deliberately turning a blind eye • racist abuse • scapegoating • deliberate exclusion of
Neglect	<ul style="list-style-type: none"> • not noticing gradual changes in behaviour • <i>forgetting medication or giving extra dose</i> • leaving children unattended • not doing risk assessment • failure to take child's concerns seriously • failure to create a culture where abuse can be reported • failure to evaluate the impact of policies • organisation of room space • lack of attention to ethnic and cultural norms, e.g. food NOT physical punishment, etc. 	<ul style="list-style-type: none"> • leaving children unattended • not reporting suspicions • allowing children to drink • not tackling bullying

	<ul style="list-style-type: none"> • allowing child to go home without checking supervision arrangements • <i>inappropriate clothing</i> 	
Sexual	<ul style="list-style-type: none"> • being overheard in a personal conversation • accidental physical contact – bumping into, touching • failure to intervene • invading personal space • inappropriate dress • supervision arrangements for PE/swimming • not securing age-inappropriate material (TV, internet, magazines) • inappropriate behaviour, e.g. flirting 	<ul style="list-style-type: none"> • use of inappropriate material in lessons • suggestive comments • inappropriate humour • homophobic comments • sexual touching • invading space/overly tactile • indecent exposure • voyeurism • penetrative/oral acts

NB: Many of the points noted could sit at different levels depending on the circumstances. However, a key point to note is that sexual abuse, of all forms of abuse, is most likely to be intentional. The points in italics are more relevant to the home context.

APPENDIX 5

Safeguarding preparation

1. make sure our Safeguarding and CP policy is on the website;
2. make sure that the policy refers to **Keeping Children Safe in Education 2019** and includes **associated information - FGM/Prevent Duty/Children Missing in Education**
3. SCR includes all information (as a minimum) listed below;
4. if not on our SCR, ensure we have evidence of disqualification by association;
5. chronology of events in individual CP files show actions have been taken in a timely manner;
6. staff know what to do if they have concerns about the welfare of a child;
7. all staff and governors know who to report to in the event that there is an allegation against the Head Teacher;
8. governors know about Prevent and FGM and the school's duty to report and know about training on this (who has completed/if they have, etc.).

Ensure we know and follow the procedures for reporting Children Missing in Education.

SCR – to be clear, the STATUTORY INFO is as follows:

- an identity check—must be photo ID;
- a barred list check and date received;
- an enhanced DBS check and date received and evidenced by;
- a prohibition from teaching check: NOT the same as the Barred List, and date checked; this check must be made for anyone with a teaching qualification, even if not employed as a teacher at the time;
- checks on people living or working outside the UK—Right to work in the UK—date checked and initials of who checked;
- a check of professional qualifications and evidence, or who and when checked;
- a check to establish the person's right to work in the UK.

All entries in the SCR MUST be evidenced by the person making the checks and this ought to be noted on the SCR alongside the date evidenced.

NB: to comply with Data Protection Act schools should not retain copies of DBS certificates for longer than 6 months.

Please see below the updated SCR checklist.

SCR checklist to support schools Feb 2016 update (for ease of reference bold=statutory)

There is no longer a set format required but certain elements **must as a minimum** be on the SCR.

These are in bold in the checklist below.

There must be procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to s/g concerns – or would have been if they had not resigned. **THIS IS A LEGAL DUTY (KCSiE 19).**

	Y/N
Does the LGB ensure that the school continues to hold and maintain a SCR that complies with statutory safeguarding requirements? Is there a named signatory? Is SCR signed when monitored?	
Does the SCR indicate that identity checks have been carried out, by whom and the date? Only use photo ID and ensure you see evidence of address.	
Has the school checked all relevant staff, including teachers, support, admin and premises staff, supply staff, volunteers, coaches and contractors & others who work regularly at the school against:	

*the DBS Children's Barred List? *the DfE's Prohibitions Order List?	
Does the SCR show that all relevant staff have an Enhanced DBS Check? (not statutory to note number, but best practice)	
Does the SCR record the date when the Enhanced DBS Check was completed and by whom it was evidenced ? Failure to note who <i>evidenced by</i> is no longer an admin error. NB: the DBS certificate must be SEEN by the relevant school staff so that any further checks can be carried out if necessary (now sent to staff – you need to request that they bring it in).	
Have the proper checks been made for the use of the DBS Update Service ? i.e., obtaining consent, checking the certificate is the appropriate one and matches ID.	
In the event of a DBS Certificate having a positive disclosure, has a Risk Assessment been carried out? And by whom? Is this indicated on the SCR? (not the content, but that a RA has been carried out.)	
Have all staff employed prior to March 2002 been List 99 checked? (not required to have a DBS)	
Have all staff appointed since 12th May 2006 been DBS checked?	
Have volunteers had a risk assessment carried out to decide whether they need an enhanced DBS?	
Does the SCR record qualifications - have certificates been seen? Where QTS is a requirement for the job, has the school evidenced QTS? – good practice to include QTS number but not statutory; note by whom and when for both.	
Does the SCR record evidence of 'right to work' in the UK checks? (for those staff members recruited after 27th Jan 1997)	
Have overseas record checks been carried out where appropriate? It is the employee's responsibility to obtain a Certificate of Good Conduct – see link below	
Have appropriate checks been carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations (2009)? MUST be done – not necessarily on SCR, but advised.	
If staff use the DBS update service: <ul style="list-style-type: none"> • are there procedures in place to show that permission has been obtained for the school to access the certificate? • does the school match the identity of the individual and check that the original certificate is appropriate for the role (e.g. enhanced/barred list)? 	
Has the school obtained, and does it hold on record (or, if appropriate, on the SCR) written confirmation from supply agencies and/or contractors that their staff are positively vetted in line with Safer Recruitment Best Practice?	

Making a Child Protection Decision - Flow Chart

