



# **Child Protection Policy**

**for**

## **DLAT Schools**

**Approved by Directors October 2016**

**Due for review by Directors: October 2017**

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## Named Staff and Contacts

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- Designated Safeguarding Lead: Julie Hopkins, Executive Head teacher
- Deputy Designated Safeguarding Lead/s: Hollie Geeson. Deputy Head teacher
- Prevent Single Point of Contact (SPOC): Julie Hopkins, Executive Head teacher
- Nominated Safeguarding Governor: Mike Alexander
- Safeguarding and Improvement Unit contacts:

**Safeguarding and Improvement Unit Service Manager (Acting):**

Judith Jones 0116 3057411

**LADO / Allegations:**

Mark Goddard, Karen Browne 0116 305 7597

**Safeguarding Development Officer:**

Simon Genders 0116 305 7750

**First Response Children's Duty (Priority 1 referrals)**

Telephone 0116 3050005  
Fax 0116 3050011  
Email [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)  
Address First Response Children's Duty  
Room 100b  
County Hall  
Championship Way  
Glenfield  
LE3 8RF

**All other referrals**

<http://lrsb.org.uk/childreport>

**Early Help – Request for Services**

[http://www.leics.gov.uk/index/children\\_families/early\\_help.htm](http://www.leics.gov.uk/index/children_families/early_help.htm)

**Family Information Service 0116 3056545 email [family@leics.gov.uk](mailto:family@leics.gov.uk)**

**Contact to learn outcome of referrals 0116 3050005**

## Introduction

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- 1.1 Waltham-on-the-Wolds CE Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.
- 1.2 This policy is consistent with:
- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2016 and "*Working Together to Safeguard Children*", 2015.
  - the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children;
- 1.3 There are four main elements to our Child Protection Policy:
- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
  - **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
  - **Support** (to pupils and school staff and to children who may have been abused);
  - **Working with parents** (to ensure appropriate communications and actions are undertaken).
- 1.4 This policy applies to all staff, members of the LGB and visitors to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.
- 1.5 **Extended school activities**  
Where the LGB provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the LGB will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

## 2 Safeguarding Options

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2.1 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128).

### 2.3 Safeguarding in the Curriculum

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:-

Bullying/Cyberbullying

Drugs, alcohol and substance abuse

E Safety / Internet safety

Stranger danger

Fire and water safety

Road safety

Domestic violence / Relationships

Diversity issues

Extremism and Radicalisation (see Appendices 4 and 5)

### 3 Roles and Responsibilities

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#### 3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

#### 3.2 Local Governing Body (in conjunction with DLAT Directors)

In accordance with the Statutory Guidance “Keeping children safe in education” September 2016, the Local Governing Body will ensure that:-

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head teacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Head teacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education). The Local Authority Induction leaflet, “Safeguarding in Education Induction – Child Protection Information, Safer Working Practice” will be used as part of this induction.

- Any deficiencies or weaknesses brought to the attention of the Local Governing Body will be rectified without delay.
- Chair of the LGB (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Head teacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers - “Guidance for Safer Working Practice for those who work with children in education settings October 2015”. Information is provided to the Local Authority (on behalf of the LSCB) through the Annual Safeguarding Return.
- There is an individual member of the LGB who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the LGB.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2015 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency (e.g. Supporting Leicestershire Families). Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

### 3.3 Head teacher

The Head teacher of the school will ensure that:

- The policies and procedures adopted by Directors and the LGB are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Allegations Manager
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

- All staff is made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

### 3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping children safe in education" and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- Liaison with the LGB and the Local Authority on any deficiencies brought to the attention of the LGB and how these should be rectified without delay.
- Management and Referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed)
- Act as a source of support, advice and expertise within the school
- To attend and contribute to child protection conferences when required
- Be alert to the specific needs of children in need, those with educational needs and young carers
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and staff behaviour and are able to recognise and report any concerns immediately they arise and to give Part 1 of "Keeping children safe in education" to all staff;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals.
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing)



or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

## 4 Records, Monitoring and Transfer

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- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, e.g. Designated Safeguarding Leads and the Head teacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5. When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school [or 6<sup>th</sup> form / FE college], with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.

## 5. Support to pupils and school staff

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### 5.1 Support to pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognize abuse or neglect in pupils experiencing Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

- 5.2 **Peer on Peer Abuse** - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical

violence experienced by both boys and girls. There are separate school and local authority/LSCB guidances and/or policies to address this including the Behaviour Policy, Anti-bullying Policy, E-safety Policy, "Guidance for schools working with children who display sexually abusive behaviour" (Leicestershire LA Guidance) Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils.

5.3 **Sexting** - School will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case by case basis.

The key points being:-

- Inform the Head teacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

5.4 **Children Missing from Education** – our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded.

5.5 **Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

5.6 **So-called 'honour-based' violence** (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.7 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

## 5.8 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

## 6 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation

## 7 Other Relevant Policies

7.1 The Directors' and LGB's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Attitude, Behaviour and Discipline Policy
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Sex and Relationships Education
- Equal Opportunities
- E-safety
- Safer Recruitment

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

## 8 Recruitment and Selection of Staff

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- 8.1 The school's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2016, Part Three: Safer recruitment*.
- 8.2 The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an on-going culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 8.4 In line with statutory requirements, every interview panel for school staff will have at least one member (teacher/manager or LGB member) who has undertaken safer recruitment training either online or by attending the local authority one day Safer Recruitment training course.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (February 2015).

## **APPENDIX 1**

### **PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD**

#### **Contents**

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<b>C</b>	<b>Designated Safeguarding Lead – main procedural steps</b>	

#### **A. General**

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website [www.lrsb.org.uk](http://www.lrsb.org.uk): The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and in individual cases advice from Children's Social Care will need to be taken.

#### **B. Individual Staff/Volunteers/Other Adults – main procedural steps**

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a member of the LGB, a trainee or another young person or child, the Head teacher must be informed.
- 4) If the allegation is about the Head teacher, the information should normally be passed to the Chair of the LGB or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

### **C. Designated Safeguarding Lead – main procedural steps**

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using sexually abusive behaviour, refer to the separate guidance.
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

## **APPENDIX 2**

### **Process for dealing with allegations against staff (including head teachers) and volunteers**

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2016 (part 4: Allegations of abuse made against teachers and other staff)

#### **1) Individual Staff/Volunteers/Other Adults who receive the allegation:**

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Head teacher.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Head teacher, report immediately to the Chair of the LGB. Pass on the written record. (If there is difficulty reporting to the Chair of the LGB, contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible.)

#### **2) Head teacher (or Chair of the LGB)**

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children’s Duty if the Allegations Manager so advises or if circumstances require a referral concerning a child.

v Ongoing involvement in cases:

- Liaison with the Allegations Manager
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or NCTL, depending on the outcome.



## **APPENDIX 3**

### **Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones**

*[This is not a recommended policy. Please draft a policy that fits your school as required by the EYFS Framework. It is simply a suggested “start” to facilitate the development of such a policy.]*

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people’s children are not published on social networking sites such as Facebook.

## **APPENDIX 4**

### **Safeguarding pupils who are vulnerable to extremism and radicalisation**

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Head teacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

**APPENDIX 5**

**Radicalisation and Extremism Risk Assessment**

School.....

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent Lead?		
Do staff know who to discuss concerns with? (Single point of contact - SPOC)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history		

Risk evaluation	<b>Low</b> <b>Medium</b> <b>High</b>	Way Forward

Date completed..... Signed.....

## **APPENDIX 6**

### **Female Genital Mutilation**

Starting in October 2015, section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 placed a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

**Appendix 7: Reporting Form for Annual Monitoring Visit by LGB member with responsibility for safeguarding**



**XXX CHURCH OF ENGLAND PRIMARY SCHOOL**  
**LGB Monitoring Visit Report – Safeguarding**

School  
 logo here

Name	
Date of Visit	
Focus of Visit	
Purpose of Visit	
Classes/Staff visited	
Summary of activities <ul style="list-style-type: none"> <li>• Check policies are in place and up to date</li> <li>• Review documents</li> <li>• Discussion with staff</li> <li>• Walk school site</li> </ul>	

Legal Policies and Documents	Date last updated
Safeguarding policy	
<b>Health and safety policy</b>	
Behaviour and discipline policy	
Disability equality scheme / single equality policy	
<b>Race equality policy</b>	

Other related policies	Date last updated
Safer recruitment policy	
Induction policy	
Whistle blowing policy	
Anti Bullying policy	
<b>E-safety policy</b>	

1. Safeguarding overview	
a) Are risk assessments in place for all buildings/rooms and the grounds? When were they last updated?	
b) Has there been a risk assessment completed for each school visit that has taken place in the last year?	
c) Does the school appear to be safe and secure? Walk the site to check for areas of concern. Ensure fire extinguishers have been checked annually, ensure fire escape routes are clear. Are any doors unlocked/open that could pose an unacceptable risk to security?	
d) Are visitors checked in and out of the building? Are procedures for signing in and out robust? Are the procedures for visually	

identifying visitors once they are inside the building sufficient so that any potential intruders can be challenged?	
Are termly fire drills carried out?	
Are records kept for servicing fire extinguishers, checking water tanks etc kept?	

<b>2. Single Central Record of Recruitment and Vetting Checklist (SCR)</b>	
<p>The SCR must include the following information.</p> <ul style="list-style-type: none"> <li>• Identity, name, address, DOB</li> <li>• Qualifications where these are legally required for the post</li> <li>• GTC Registration – qualified teachers only. No prohibition from teaching</li> <li>• Childcare (Disqualification) Regulations 2009 declaration</li> <li>• Children's Barred List (previously List 99)</li> <li>• Enhanced DBS check</li> <li>• Right to work in the UK</li> <li>• Further checks on people living or working outside the UK</li> </ul> <p>The SCR must indicate whether particular checks are required and <u>when and by whom each check was carried out.</u></p>	
	<b>Checked</b>
a) Is everyone employed at the school on the SCR?	
b) Was there evidence of volunteers being on the SCR?	
c) All columns are in place and it is clear when and by whom each check has been carried out	
d) Does the SCR indicate that identity checks have been carried out and by whom?	
e) Is there evidence to show that all teachers have a DBS check	
f) Is there evidence that all staff who have been employed since March 2002, and who have not had continuity of employment, have been DBS checked (if they have regular or unsupervised access to children)	
g) Have all staff appointed since 12 <sup>th</sup> May 2006, whether or not they have regular contact with children, been DBS checked (unless they have continuity of employment)?	
h) Does the SCR include evidence that supply teachers have been checked against the children's list (or List 99) or have enhanced DBS disclosure? Note: in the case of agency staff it is sufficient that the employer has provided written confirmation that the required checks have been carried out.	
i) Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or governors who also work as volunteers within the school?	
j) Does the SCR record the date when the DBS or Children's Barred List (or List 99) check was carried out (and who carried out the check) except in the case of agency staff?	
k) In a primary school does the SCR record that a Childcare Disqualification declaration has been completed?	
l) Does the SCR record qualifications – when the qualification is a requirement for the job e.g. those posts that require qualified teacher status or national professional qualification for headship?	

m) Does the SCR record evidence of 'right to work' in the UK and suitability checks for those who are not nationals of a European Economic Area country who were recruited after Jan 1 <sup>st</sup> 2007? (All staff have passports or birth certificate and a document from a government agency identifying address held in personal file)	
n) All supply and volunteers are DBS checked every 3 years. All permanent staff since policy update Oct 2012 no longer require update unless significant change in role or cause for concern	
o) Students require written confirmation from university that a DBS is held for them	

<b>3. Discussion with designated child protection person and other relevant staff</b>	
a) Who is the designated person for child protection? Who undertakes this role when the designated person is not available?	
b) When did the most recent training take place for the designated person? This should be within the last 2 years. What training has the reserve designated person had?	
c) When did the last training for all other staff take place? This should be within the last 3 years. How does the school make sure that nobody missed out e.g. through absence/illness?	
d) Which members of staff and governors have done safer recruitment training? Have sufficient members undertaken the training to ensure that safer recruitment procedures are being followed. Check these procedures are in place regarding the taking up of references etc.	
e) Does the school's log show any instances of bullying or harassment in the last 12 months? Is there evidence that these have been appropriately followed up?	
f) Does the school's log of racist/hate incidents show any records in the last 12 months? Is there evidence that these have been appropriately followed up?	
g) Are the procedures for recording minor and more serious accidents sound and are the methods for contact with parents appropriate e.g. 'accident notes' for minor injuries.	
h) Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and the	



<p>subsequent impact of any actions have been supportive to the pupil concerned?</p> <p>If the Child Protection policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed.</p>	
<p>i) Does the school appear to work well with a range of agencies and are all important telephone calls e.g. to social services, logged in writing for the schools own use? Are records securely locked away?</p>	
<p>j) Is the absence of 'at risk' pupils being monitored? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not, why not and how could it be improved.</p>	
<p>k) Who is the designated teacher for looked after children? How do they work with the DSL? Do they have the skills, knowledge and understanding to keep looked after children safe?</p>	
<p>l) Have a brief discussion with other staff. Do these staff understand the 'routes' for concerns regarding child protection? Do they know who the designated person is and who to talk to in their absence? Do they know what forms to complete from the CP policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern?</p>	
<p>m) Evaluate the Child Protection Policy. Does it meet the requirements of the September 2016 update to legislation? Does it set out a clear framework for how the staff that links in well with other policies, such as bullying or physical intervention?</p> <p>Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who are the designated members of staff?</p> <p>Does it indicate how the policy will be implemented, monitored and evaluated?</p> <p>Does it indicate how parents or carers will</p>	

<p>be made aware of the policy and relevant procedures?</p>	
<p>n) How are children taught about safeguarding, including online, through teaching and learning opportunities in the curriculum? What examples do they school have of recent issues covered through PSHE or SRE?</p>	
<p>o) Has the school appointed a designated lead teacher and a lead governor for Prevent? Have staff received training and if so, what form? Has the school carried out a Radicalisation and extremism Risk Assessment? Is there a R&amp;E Policy in place? Do staff know what to do in the event of a concern relating to R&amp;E?</p>	
<p><b>4. Discussion with pupils</b> Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for child protection, so that they have had relevant training and understand the importance of phrasing questions correctly. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...' Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.</p>	
<p>How well do the pupils feel that the school raises awareness regarding their personal safety when not in school? e.g. to help them to keep safe from strangers, when using mobile phones or the Internet, when crossing busy roads etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.</p>	
<p>How safe so pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns?</p>	
<p>Have you or anyone you know at the school ever been bullied? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).</p>	

How safe do pupils feel on the way to and from school? Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?	
Does the School Council have any 'safety' items on its agenda? What are these and have they been involved with talking about any issues or making any improvements?	
Is there a peer support/ buddy scheme in school for new or vulnerable pupils? If so how does it work? Do you feel that it's any good? Tell me why it works/ does not work.	
Do you feel that pupils adopt safe practices (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?	
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	
How well do pupils say the school deals with their concerns?	

<b>5. In summary</b>	
Was the information for doing this monitoring visit available, easily accessible and well organised?	

Overall do you feel that the school is following its own policies for safeguarding (allowing for some attention to minor details)?	
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<b>Comments and Recommendations</b>

Points requiring further discussion at full governors: <ul style="list-style-type: none"><li>•</li></ul>

Signed.....  
(Governor)

Signed.....  
(Head teacher)

1. How does what you learn at school help you keep safe when you are out of school?
2. How safe do you feel in school? Why?
3. Do you know anybody who might not feel safe? Why?
4. Have you or anyone you know been bullied?  
What happened?
5. How safe do you feel going to and from school?
6. Do you attend after school clubs?
7. Does school council ever talk about safety issues?
8. Do you feel safe in PE, Science and DT lessons?
9. Do other children follow school rules?
10. Do children know what to do if they have a problem?
11. Do the adults help when you do have a problem?
12. Do you want to say anything else about keeping safe at school?