



**Thistly Meadow Primary School  
SAFEGUARDING POLICY  
2018-19**

**Approved by Governors (date) .....**

**Signed on behalf of the Governing Body .....**

**Chair of Governors**



# Thistly Meadow Primary School

## SAFEGUARDING POLICY

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## **Named staff and contacts**

- Designated Safeguarding Lead (DSL) for Child Protection: Colin Bowpitt
- Deputy Designated Safeguarding Leads:
  - Kirsty Smith, Assistant Head
  - David Hill, KS1 Lead
- Prevent Single Point of Contact (SPOC): Colin Bowpitt
- Designated teacher for children in care: Colin Bowpitt
- Nominated Safeguarding Governor: Michael Edward

## **Safeguarding and Improvement Unit contacts**

### **Head of Service - Safeguarding Improvement and Quality Assurance**

Kelda Claire 0116 3059084 /07507 686100

### **Local Authority Designated Officer (LADO) / Allegations:**

Mark Goddard, Karen Browne 0116 305 7597

### **Safeguarding Development Officers:**

Simon Genders 0116 305 7750

Ann Prideaux 0116 305 7317

## **First Response Children's Duty (Same Day referrals)**

|                  |  |
|------------------|--|
| <b>Telephone</b> | 0116 3050005   |
| <b>Email</b>     | <a href="mailto:childrensduty@leics.gov.uk">childrensduty@leics.gov.uk</a>                             |
| <b>Address</b>   | First Response Children's Duty<br>Room 100b<br>County Hall<br>Championship Way<br>Glenfield<br>LE3 8RF |

### **All other referrals including Early Help Services**

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

**Early Help queries and Consultation Line 0116 3058727**

## 1 Introduction

1.1 Thistly Meadow 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, governors 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 Governing Body 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 Governing Body 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 Commitment**

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 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) etc.
- Staff and volunteers will be required to sign an annual declaration for any change of circumstances which is later revealed may be subject to disciplinary action.

### **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/Cyber bullying
- Drugs, alcohol and substance abuse, County Lines
- Internet safety
- Stranger danger
- Fire and water safety
- Road safety
- Domestic violence / Healthy Relationships/Consent

- Diversity issues e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6), Honour Based Violence (HBV)
- Sexual exploitation of children (CSE), including online
- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

### **3 Roles and Responsibilities**

#### **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 DSLs for the current year are listed at the start of this document.

#### **3.2 Governing Body**

In accordance with the Statutory Guidance *“Keeping children safe in education”* September 2018, the Governing Body will ensure that: -

- The school has its own 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 DSL 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, Part 1 of Keeping Children Safe in Education, the pupil Behaviour Policy and how to respond if children go missing). The Local Authority Induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction and Annex A from 'Keeping Children Safe in Education' September 2018 is provided to all staff working directly with children.

- Staff will be required to complete an online Safeguarding module when they commence their employment with the school and every three years thereafter or when there are significant changes to safeguarding statutory duties, changes to policy or procedure.
- Volunteers that assist in school on a regular basis (not single trips or day visits) will also be required to complete the module and every three years thereafter. Governors that undertake regular school visits and projects with pupils will also be required to complete the module and every three years thereafter. Log in details will be issued by the administrator and users will be given three weeks in which to complete the module. A certificate is issued on satisfactory completion of the module.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- Chair of Governors (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 Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the DSL and provide information and reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 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 the Governing Body 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 LADO
- 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 are 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 DSL 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 Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body 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 special educational needs disability 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, the pupil behaviour policy, children who go missing and staff behaviour. Staff will be trained to recognise and report any concerns immediately they arise and will be provided with Part 1 of “Keeping children safe in education” to all staff and Annex A to those working directly with children.
- Keep detailed, accurate and secure written records of concerns and referrals; this will be via the CPOMS secure online safeguarding system
- 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 at least annually.
- 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 – this will be in advance of the pupil arriving where specific on-going support is required.
- 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**

**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 DSL 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 entered via the CPOMS secure online safeguarding system maintained with a secure audit trail and encrypted access. Access to this system is provided for all teachers and some support staff as determined by the Head teacher. 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. Staff that do not have access to CPOMS should complete a signed, dated and timed written statement and provide it to the DSL immediately.

**4.3** Child protection records are stored securely, with access confined to specific staff, e.g. DSL, Deputy DSLs 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 DSL in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new school. 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. For other schools that use CPOMS a transfer request will appear on the dashboard for the records to be authorised for transfer to the new school, once the child is on roll at the new school.

## **5 Support to pupils and school staff**

### **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, a care-leaver or previously looked after, 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 violence and sexual harassment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence. There are separate school and local authority/LSCB guidance and/or policies to address this including the pupil Behaviour Policy, Anti-Bullying Policy, E-safety Policy and “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance).

However, there is no clear boundary between incidents that should be regarded as harmful and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If you suspect or

become aware of an allegation of child abuse made against another pupil, you must bring to the attention of the DSL. The child protection procedures set out in this document will be followed, even when the abuse is alleged to have come from another pupil or pupils.

The management of children and young people with sexually harmful behaviour is complex and the Head teacher will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and safeguarding procedures will be followed for both victim and perpetrator.

Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support.

### **5.3 Sexting**

This 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 Sexual violence and sexual harassment**

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or 'jokes' and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be victims of sexual violence and harassment and boys are more likely to be perpetrators. However, sexual violence and sexual harassment can occur between two children of any gender.

## **Curriculum**

Planned PHSE and SRE will include 'healthy and respectful behaviours'. This will be appropriate to pupil's age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

## **Responding to an incident**

- The school will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges' May 2018.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format this support will take.

## **5.5 Children Missing**

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. We also recognise that children who go missing is a sign that they have been targeted by CSE perpetrators and drug related criminals (County Lines).

## **5.6 Child sexual exploitation**

This 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 or are targeted by criminals in the illegal supply of drugs (County Lines). 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.

## **5.7 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 DSL for onward referral as required.

## **5.8 Private Fostering arrangements**

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the DSL so that a referral to the Children's Social Care for a safety check can be made. (A close relative includes step-parent, grandparents, uncle, aunty or sibling)

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

## **5.10 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 DSL about the support they require. The DSL 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 Governing Body'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:

- Authorised acceptable use
- Educational visits
- Equal Opportunities
- e-Safety
- Health and Safety

- Pupil Overarching Behaviour (including Anti-bullying and Cyber-bullying)
- Parent Code of Conduct
- Positive Handling
- Preventing extremism and radicalisation
- Relationships and Sex Education
- Site Security
- Special Educational Needs and Disabilities
- Staff Code of Conduct
- Supporting pupils with Medical Conditions including the Administration of Medicines
- Work Experience

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**

**8.1** The school's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2018, 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 ongoing 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 recruitment process for school staff will have at least one member (teacher, manager or governor) who has undertaken safer recruitment training.

**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 (July 2018).

## APPENDIX 1

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

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#### **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 DSL 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) An incident of what has been disclosed must be logged on to CPOMS (if a permitted user) or a record, dated and signed (including the day), must be made as to what has been disclosed or noticed and report to the Designated Safeguarding Lead in school..
- 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 log what has been disclosed on to CPOMS (if a permitted user) or write a dated (including the day), 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 governor, 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 Governors 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) CPOMS will maintain an online case which will hold a record of communications and actions that is secured and encrypted (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, 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, 'Guidance for schools working with children who display harmful sexual behaviour' (Leicestershire LA 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 2018 (part 4: Allegations of abuse made against teachers and other staff)

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

- i. As soon as possible log what has been disclosed on to CPOMS (if a permitted user) or 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 Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the LADO, Safeguarding and Improvement Unit as soon as possible.)

#### **2) Head teacher (or Chair of Governors)**

- i. If there is no written record, log what has been disclosed on to CPOMS (if a permitted user) or 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 LADO
- 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 The Teaching Regulation Agency, depending on the outcome

### **APPENDIX 3**

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

To ensure the safety and welfare of the children in our care this policy outlines the protocols 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).
- Work Experience students will be advised of the school's policy as part of their induction procedures and will sign their Work Experience Agreement.
- 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. Exceptionally, photographs may be taken on personal devices with the Head teacher's consent or at external events, activities or trips; these must be put on the school server or school social media as soon as possible and deleted from the device immediately.
- During school outings staff will be permitted to use the school mobile (if held) or their personal mobile for emergency or contact purposes only. These numbers must not be disclosed to parents.
- All telephone contact with parents or carers must be made on the school phone and the school's behaviour recording system OTrack or CPOMS updated if appropriate.
- Parents or carers are permitted to take photographs of their own children during a school production or event. School policy requires that photos of other people's children are not published on social networking sites such as Facebook, Twitter etc. (see policy Parent Code of Conduct).

*\*As required by the EYFS Framework*

## **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 DSL 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

|  | Yes/No                          | Evidence   |
|--|---------------------------------|--|
| Does the school have a policy?   | Yes                             | Published on school website.   |
| Does the school work with outside agencies on radicalisation and extremism e.g. Channel?   | Yes                             | Staff undertake Channel training, National Counter Terrorism unit.<br>Liaison with agencies as required. |
| Have staff received appropriate training?  | Yes                             | Safeguarding file.   |
| Has the school got a trained Prevent Lead?   | Yes                             | Colin Bowpitt.   |
| Do staff know who to discuss concerns with? (Single point of contact - SPOC)   | Yes                             | Notice in staff room.  |
| Is suitable filtering of the internet in place?  | Yes                             | Schools Broadband – included.  |
| Do children know who to talk to about their concerns?  | Yes                             | PSHE curriculum.   |
| Are there opportunities for children to learn about radicalisation and extremism?  | Yes                             | PSHE curriculum.   |
| Have any cases been reported?  | No                              | N/A.   |
| Are individual pupils risk assessed?   | Yes                             | If required.   |
| 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)  |                                 | Some parents supporters of right wing groups.  |
| <p><b>Comment on the school's community, locality and relevant history:</b><br/>           Mixed population, predominantly White British, small ethnic percentage. Low deprivation. Predominantly Christian places of worship in the immediate vicinity. Awareness of some parents' far right support. Very small number of children withdrawn from RE. Parent receive letter and return signed consent.</p> |                                 |  |
| <b>Risk evaluation</b><br><br><b>Date:</b>   | Low ✓<br><br>Medium<br><br>High | Actions:<br><br><br>Signed.....  |

## **APPENDIX 6**

### **Female Genital Mutilation**

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places 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

| Version                          | Date  | Comment  |
|----------------------------------|---|--|
| LCC Children and Family Services | Date created: July 2018<br>Review date: July 2019 | Policy and Procedures on safeguarding/child protection for schools |