



## SAFEGUARDING POLICY

### Value Statement (who we are):

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment. We provide an outstanding education for all children.

### Vision Statement (what we strive for):

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Statutory:

Responsibility: Janet Berry

Reviewed on: March 2018

Reviewed by: Janet Berry

Next review Date: March 2019

Governor Committee: Children, Community and Safeguarding

Chair: Alison Reid

**"Safeguarding is everyone's responsibility"**

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

## 1. Definition

- 1.1. For the purpose of this policy, Coombe Hill Infants' will define "safeguarding and protecting the welfare of children" as:
  - Protecting pupils from maltreatment.
  - Preventing the impairment of pupils' health or development.
  - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
  - Taking action to enable all pupils to have the best outcomes.
- 1.2. For the purpose of this policy, the term "**harmful sexual behaviour**" includes, but is not limited to, the following actions:
  - Using sexually explicit words and phrases
  - Inappropriate touching
  - Sexual violence or threats
  - Full penetrative sex with other children or adults
- 1.3. In accordance with the DfE's guidance and for the purpose of this policy, 'Sexual violence and sexual harassment between children in schools and colleges' 2017, the term "**sexual harassment**" is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.
- 1.4. For the purpose of this policy, the term "**sexual violence**" encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

## 2. Legal framework

- 2.1. This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

### Legislation

- Children Act 1989
- Children Act 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (as amended)
- Equality Act 2010
- Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Children and Families Act 2014
- Sexual Offences Act 2003

- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- Data Protection Act 1998
- The Childcare (Disqualification) Regulations 2009

### **Statutory guidance**

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2016) 'Keeping children safe in education'
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'
- DfE (2017) 'Sexual violence and sexual harassment between children in schools and colleges'

#### 2.2. Other relevant school policies include:

- Child Sexual Exploitation (CSE) Policy
- Children Missing Education Policy
- Extremism and Anti-Radicalisation Policy
- Allegations of Abuse Against Staff Policy
- Behavioural Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- Online Safety Policy
- Exclusion Policy
- Staff Code of Conduct

### **3. Roles and responsibilities**

#### 3.1. The governing board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (2015).
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.

- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBT.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place in order to eliminate unlawful discrimination, harassment and victimisation, including that in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.

- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.

### 3.2. The headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, **Staff Code of Conduct**, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction.

### 3.3. The DSL has a duty to:

- Refer all cases of suspected abuse to Children's Social Care Services (CSCS), the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.

- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.

**NB.** The school will determine what "available" means, e.g. it may be appropriate to be accessible by other means such as phone or Skype.

3.4. Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including that in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to CSCS and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.

- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.

Other key members of staff involved in the school's safeguarding arrangements are: Other key members of staff involved in the school's safeguarding arrangements are:

Role	Name and Contact details
<b>Head Teacher/DSL:</b> responsible for implementing policies & procedures; allocating resources to the safeguarding team & addressing staff safeguarding concerns; liaising with the local authority and working with other agencies.	Janet Berry 02089429481
<b>Deputy Head Inclusion/DSL:</b> responsible for dealing with safeguarding issues; providing training, advice and support to other staff; liaising with the local authority; and working with other agencies.	Sue Jakob
<b>Inclusion Lead/Special Educational Needs Coordinator (SENCo):</b> a staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their parents or carers.	Maureen Shepherd
<b>Welfare and Attendance Officer:</b> addresses difficulties preventing a child from attending school attendance, achievement, timekeeping, safeguarding issues, and develops strategies to overcome these barriers.	Elaine Bather / Tracey Chuter
<b>EYFS Leader / Parent Link Co-ordinator:</b> a staff member who deals with safeguarding issues, provides training advice and support to other staff, liaise with LA and other agencies.	Diana Kill
<b>Safer Recruitment Processes: Business Managers and Finance and Personnel Assistant:</b> Ensures all safer aspects of safer recruitment processes are completed and maintains SCR.	Rachael Nichols Tracey Chuter
<b>Safeguarding/Child Protection Governor:</b> ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.	Alison Reid
<b>Chair of Governors:</b> takes the lead in dealing with allegations of abuse made against the Head Teacher (and other members of staff when the Head Teacher is not available), in liaison with the Local Authority; and on safe recruitment practices with the Head Teacher/Senior Manager.	Jo Taussig

The Local Authority Designated Officer (LADO) has the responsibility to help safeguard children in accordance with the statutory guidance set out in Chapter 2: Organisational responsibilities of **Working Together to Safeguard Children 2015**. The LADO has management and oversight of cases where an allegation or concern is made against an individual working with children

#### 4. Inter-agency working

Coombe Hill Infants' contributes to inter-agency working as part of its statutory duty.

- 4.1. The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- 4.2. The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.
- 4.3. In light of the above, staff members are aware that whilst the Data Protection Act 1998 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- 4.4. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- 4.5. The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

#### 5. Abuse and neglect

- 5.1. All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, multiple issues often overlap one another.
- 5.2. All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.
- 5.3. When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
  - Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
  - Poor concentration and acting withdrawn
  - Knowledge ahead of their age, e.g. sexual knowledge.
  - Use of explicit language
  - Fear of abandonment
  - Depression and low self-esteem
- 5.4. All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
- 5.5. All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's **Anti-Bullying Policy**.
- 5.6. All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.



- 5.7. Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

## 6. Types of abuse and neglect

- 6.1. **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.
- 6.2. **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- 6.3. **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- 6.4. **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
- 6.5. **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

## 7. Female genital mutilation (FGM)

- 7.1. For the purpose of this policy, "**female genital mutilation**", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- 7.2. All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.
- 7.3. Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

**NB.** The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

- 7.4. There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.
- 7.5. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.
- 7.6. Indicators that may show a heightened risk of FGM include the following:
- The socio-economic position of the family and their level of integration into UK society
  - Any girl with a mother or sister who has been subjected to FGM
  - Any girl withdrawn from PSHE
- 7.7. Indicators that may show FGM could take place soon include the following:
- The risk of FGM increases when a female family elder is visiting from a country of origin
  - A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
  - A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
  - A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- 7.8. It is important that staff are vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.
- 7.9. Indicators that FGM may have already taken place include the following:
- Difficulty walking, sitting or standing
  - Spending longer than normal in the bathroom or toilet
  - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
  - Prolonged or repeated absences from school followed by withdrawal or depression
  - Reluctance to undergo normal medical examinations
  - Asking for help, but not being explicit about the problem due to embarrassment or fear
- 7.10. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

7.11. FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

7.12. All forms of HBV are forms of abuse, and will be treated and escalated as such.

7.13. Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

## 8. Forced marriage

8.1. For the purpose of this policy, a “**forced marriage**” is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

8.2. As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with a low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

8.3. If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

## 9. Child sexual exploitation (CSE)

9.1. For the purpose of this policy, “**child sexual exploitation**” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- a) In exchange for something the victim needs or wants
- b) For the financial advantage or increased status of the perpetrator or facilitator

9.2. CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

9.3. Coombe Hill Infants' has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

### **1. Identifying cases**

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

### **2. Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### **3. Support**

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

## **10. Peer-on-peer sexual violence**

- 10.1. All allegations of sexual violence will be managed in line with the DfE's 'Sexual violence and sexual harassment between children in schools and colleges' 2017 guidance, including offering ongoing support to both the victim and alleged perpetrator.
- 10.2. Coombe Hill Infants' behaviour and anti-bullying policies will reinforce the expected behaviour and attitudes of pupils.
- 10.3. The school will continuously strive to create a safe and open environment in which pupils can talk about concerns and sexual behaviour.
- 10.4. Through the utilisation of PSHE, relationship and sex education (RSE) and citizenship lessons, pupils will be taught how to raise concerns or make a report, including where the concern is pertaining to a friend or peer.
- 10.5. Peer-on-peer sexual violence will be treated as part of the school's wider safeguarding responsibilities.

- 10.6. All staff members will be trained to handle disclosures of sexual violence, ensuring that victims are always taken seriously, reassured, supported and kept safe.
- 10.7. The school will engage with parents, providing information, advice and support to reduce the risk of pupils becoming perpetrators or victims of peer-on-peer sexual violence.
- 10.8. Incidents of peer-on-peer abuse will be reported using the same procedures as for other safeguarding and child protection concerns.
- 10.9. Coombe Hill Infants' response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- 10.10. All staff members will be aware of the groups of pupils who are at higher risk of being victims of sexual violence, such as pupils with SEND.
- 10.11. Where there has been an incident of peer-on-peer sexual violence, the DSL is responsible for taking the lead and will maintain a written record of any decisions made.
- 10.12. The DSL, or deputy, will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment to ensure the alleged victim's safety will be considered on a case-by-case basis.
  - Risk assessments will give consideration to the victim, the alleged perpetrator and other pupils at the school.
- 10.13. Decisions will be made on a case-by-case basis, using professional judgement and supported by other agencies as required.
- 10.14. Where a crime has been committed, such as rape, assault by penetration or sexual assault, the DSL will notify the police using the local process for referral.
- 10.15. The DSL will work closely with CSCS and the police to ensure that the school's actions do not jeopardise any investigation, and any related risk assessment will be used to inform decisions.
- 10.16. The school will maintain continuous liaison with CSCS and the police to ensure that the victim, alleged perpetrator and other children (especially witnesses) are appropriately supported during criminal investigations.
- 10.17. The school may take disciplinary action whilst investigations are ongoing; however, consideration will be given to whether circumstances make it unreasonable or irrational for the school to make a decision about what happened, ensuring that it is made clear whether action taken is disciplinary, supportive or both.
- 10.18. Where there is an allegation of rape or assault by penetration, the alleged perpetrator will immediately be removed from any classes shared with the victim.

Consideration will be given to keeping the victim and alleged perpetrator apart on school premises, and on transport where applicable.

10.19. Where there is an allegation of sexual violence or harassment, immediate consideration will be given to the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport.

10.20. Where non-violent harmful sexual behaviour is present, statutory interventions may not be required and in-school interventions will be implemented instead by providing the necessary pastoral support.

10.21. Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in most instances, the perpetrator will not be allowed back to the school as this could harm the education or welfare of the victim and other pupils. The perpetrator may be permitted to return if the assault occurred in close proximity to a national examination, for example.

10.22. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will give consideration to suitable sanctions, in light of their **Behavioural Policy**, including permanent exclusion – the **Exclusion Policy** will also be consulted in this case.

10.23. Following a conviction or caution, where the perpetrator is to remain at the school, the school will:

- Make reasonable adjustments to avoid sharing classes, as well as to avoid contact on the school premises or transport.
- Update risk assessments to reflect the caution or conviction.
- Set out clear expectations regarding the perpetrator, including in relation to their behaviour.
- Outline any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable, ensuring that they understand these arrangements.

10.24. Where a perpetrator is found not guilty or "no further action" is required, the school will offer support to the victim and alleged perpetrator for as long as is necessary.

10.25. In all cases, the wishes of the victim will be used to inform any decisions made.

10.26. The school will comply with the Human Rights Act 1998 at all times, ensuring that the appropriate action is taken where a pupil's rights under the Act have been breached.

## 11. Preventing radicalisation

- 11.1. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.
- 11.2. Coombe Hill Infants' will actively assess the risk of pupils being drawn into terrorism.
- 11.3. Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.
- 11.4. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.
- 11.5. The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns, and provide information for support mechanisms.
- 11.6. Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

### **Training**

- 11.7. The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### **Risk indicators**

- 11.8. Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

- 11.9. Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

- 11.10. Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

11.11. Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

11.12. Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

11.13. When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?



- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

11.14. Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

11.15. Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.

11.16. The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

### **Channel programme**

11.17. Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

11.18. In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

11.19. The DSL will also support any staff making referrals to the Channel programme.

11.20. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

11.21. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Coombe Hill Infants'.

11.22. The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

## **Building children's resilience**

11.23. Coombe Hill Infants' will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

## **Resources**

11.24. Coombe Hill Infants' will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

## **12. A child missing from education**

12.1. A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

12.2. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

12.3. Coombe Hill Infants' will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

12.4. Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

12.5. The school will notify the LA within five days of when a pupil's name is added to the admissions register.

12.6. The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.

12.7. Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.

12.8. If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

12.9. If a parent notifies the school that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

12.10. Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.

12.11. In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

12.12. The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

12.13. If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives

- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

12.14. The school will work with the LA to establish methods of making returns for pupils back into the school.

12.15. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

12.16. The school will also highlight any other necessary, contextual information, including safeguarding concerns.

### 13. Pupils with SEND

13.1. The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

13.2. Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

13.3. When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

13.4. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate to ensure that the pupil's needs are effectively met.

### 14. Concerns about a pupil

14.1. When identifying concerns, staff members will use their professional judgement and decisions will be made on a case-by-case basis.

14.2. All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined at the end of this policy.

- 14.3. If a staff member has any concerns about a pupil, they will raise them with the DSL as soon as possible or, if necessary, refer the case to specialist or early help services.
- 14.4. Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.
- 14.5. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.
- 14.6. The LA will make a decision regarding what action is required within one working day of the referral being made, and will notify the referrer.
- 14.7. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.
- 14.8. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.
- 14.9. If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.
- 14.10. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in the headteacher's office.
- 14.11. If a pupil is in immediate danger, a referral will be made to CSCS and/or the police straight away.
- 14.12. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.
- 14.13. Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.
- 14.14. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.
- 14.15. An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

## **15. Managing referrals**

- 15.1. The reporting and referral process outlined in the Appendix will be followed accordingly.

- 15.2. All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.
- 15.3. When making a referral to CSCS or other external agencies, information will be shared in line with information at the end of this policy and will only be shared where necessary to do so.
- 15.4. The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.
- 15.5. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
- 15.6. Where a pupil has been harmed, is in immediate danger or at risk of harm, within one working day of a referral being made, the referrer will be notified of the action that will be taken. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.
- 15.7. The school will not wait for the start, or outcome, of an investigation before protecting the victim and other pupils; this applies to criminal investigations as well as those made by CSCS.
- 15.8. Where CSCS decides that a statutory investigation is not appropriate, the school will give consideration to referring the incident again if it is believed that the pupil is at risk of harm.
- 15.9. Where CSCS decides that a statutory investigation is not appropriate and the school agrees with this decision, the school will give consideration to the use of other support mechanisms, such as early help and pastoral support.
- 15.10. At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.
- 15.11. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.
- 15.12. The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

## **16. Concerns about staff members and safeguarding practices**

- 16.1. If a staff member has concerns about another member of staff then it will be raised with the headteacher.
- 16.2. If the concern is with regards to the headteacher, it will be referred to the chair of governors.

16.3. Any concerns regarding the safeguarding practices at Coombe Hill Infants' will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the **Whistleblowing Policy**.

16.4. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

16.5. Any allegations of abuse made against staff members will be dealt with in accordance with the school's **Allegations of Abuse Against Staff Policy**.

## **17. Allegations of abuse against other pupils**

17.1. All staff will be aware that pupils are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up".

17.2. The school is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.

17.3. All allegations of abuse, not including sexual violence, made against other pupils, and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's **Anti-Bullying and Harassment Policy**.

17.4. The DSL will be informed of any allegations of abuse against other pupils; they will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times.

17.5. If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police.

17.6. The DSL will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.

17.7. In all cases, parents will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.

17.8. In order to prevent peer-on-peer abuse, the school will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly.

17.9. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions.

## **18. Communication and confidentiality**

18.1. All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

- 18.2. Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.
- 18.3. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.
- 18.4. Concerns will only be reported to those necessary for its progression (e.g. the pupil's teacher, if it's not safe for the pupil to be a certain relative following a safeguarding concern raised), and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.
- 18.5. During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- 18.6. Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. If doing so would prejudice the prevention, detection or prosecution of a serious crime.
- Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
  - Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- 18.7. Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.
- Where discussion with the parents could potentially put a pupil at risk of harm, this will not be done.
  - Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
  - Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes etc., with the reasons behind decisions being explained and the available support discussed.
  - External agencies will be invited to these discussions where necessary.
- 18.8. Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

## **19. Online safety**

- 19.1. All pupils will be made aware of online risks and taught how to stay safe online.
- 19.2. All staff members will, through training, be made aware of the following:



- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

Coombe Hill Infants' will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's **Online Safety Policy**

19.3. The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Online Safety Policy.

19.4. The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

## **20. Safer recruitment**

20.1. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

### **Pre-employment checks**

20.2. The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher

sanctions or restrictions that an EEA professional regulating authority has imposed.

- Checking professional experience and qualifications as appropriate.

20.3. A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

20.4. An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

20.5. An enhanced criminal records DBS check will be carried out for each member of the governing board.

20.6. The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

20.7. For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

### **Barred list check**

20.8. An enhanced DBS check may be requested for anyone working in school that is not in regulated activity, but does not have a barred list check.

20.9. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

20.10. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

### **References**

20.11. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

20.12. References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

20.13. Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

20.14. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

## **Volunteers**

- 20.15. No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.
- 20.16. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- 20.17. The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 20.18. Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.
- 20.19. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- 20.20. The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.
- 20.21. The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 20.22. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- 20.23. DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.
- 20.24. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

## **21. Single central record (SCR)**

21.1. The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

21.2. The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

21.3. For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

21.4. If any checks have been conducted for volunteers, this will also be recorded on the SCR.

## **22. Staff suitability**

22.1. All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

22.2. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

22.3. Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

22.4. All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

22.5. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

## **23. Training**

23.1. Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a regular basis, and will be in line with advice from the LSCB.

23.2. All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

23.3. Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

23.4. The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

23.5. The DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.

23.6. If the school decides to appoint a deputy DSL, they will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.

23.7. Online training will also be conducted for all staff members as part of the overall safeguarding approach.

#### **24. Monitoring and review**

24.1. This policy is reviewed annually by the headteacher (who is also the DSL).

24.2. Any changes made to this policy by the headteacher/DSL will be communicated to all members of staff.

24.3. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

24.4. The next scheduled review date for this policy is **January 2019**.



Orders and other restrictions	Circle one option
Have any orders or other determinations related to childcare been made in respect of you?	Yes/No
Have any orders or other determinations related to childcare been made in respect of a child in your care?	Yes/No
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	Yes/No
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) Regulations 2009?	Yes/No
Are you barred from working with children by the DBS?	Yes/No
Are you prohibited from teaching?	Yes/No
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
<ul style="list-style-type: none"> <li>Any offence against or involving a child (person under the age of 18)?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>Any violent or sexual offence against an adult?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>Any offence under The Sexual Offences Act 2003?</li> </ul>	Yes/No
<ul style="list-style-type: none"> <li>Any other relevant offence?</li> </ul>	Yes/No
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	Yes/No
Disqualification by association	
To the best of your knowledge, is anyone in your household disqualified from working with children under the regulations? This includes the person having an Order of Restriction, as outlined in the 'Orders and other restrictions' section, against them or having been cautioned, reprimanded, given a warning for or convicted of any offence in the 'Specified and statutory offences' section.	Yes/No
Provision of information	
If you have answered yes to any of the questions above, provide details below in respect of yourself, or, where relevant, the member of your household concerned. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies):	

**You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.**

**Declaration**

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children.

Signed:

Print name:

Date:

**Staff Disqualification Declaration**

Name of school:

Name of staff member:

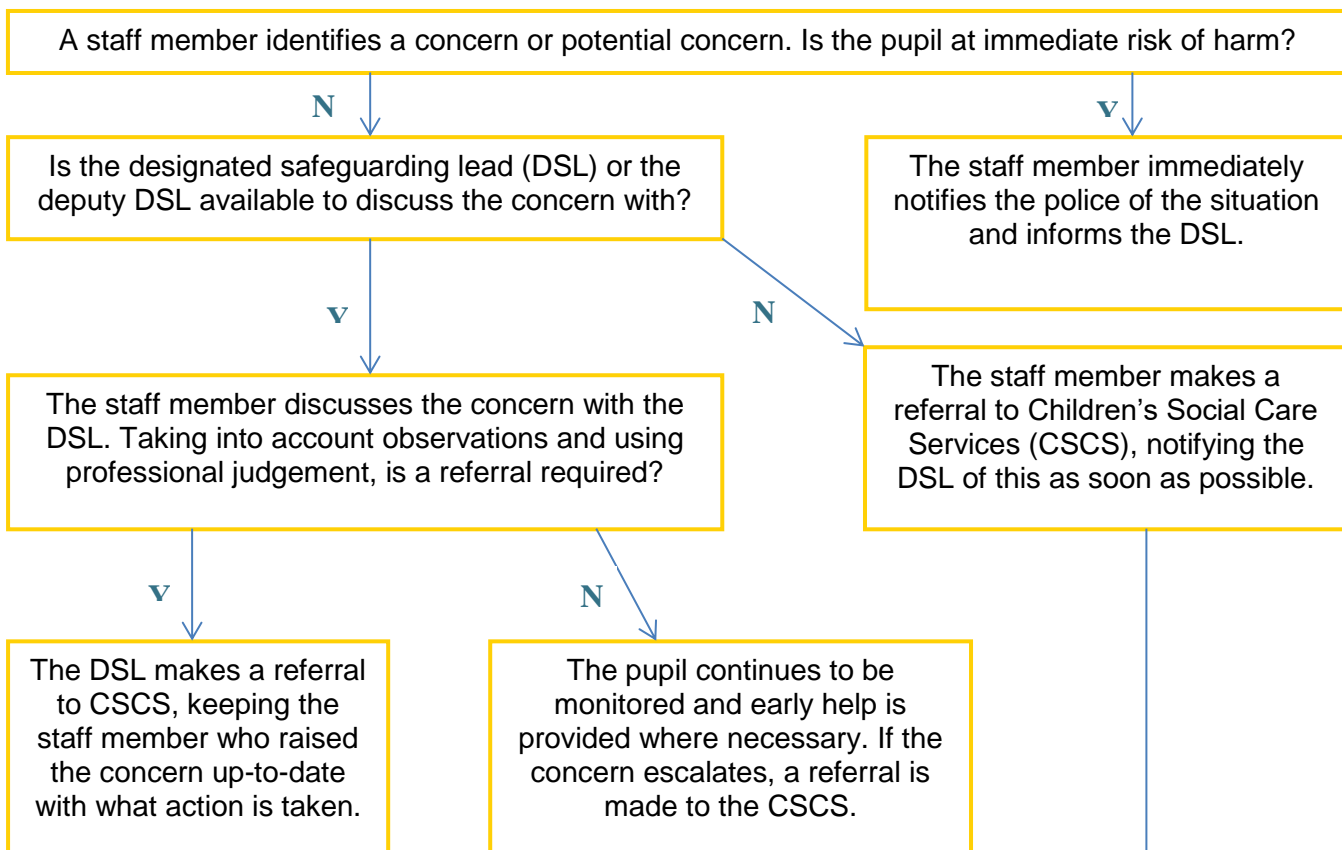
Position:

**Safeguarding Reporting Process**

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

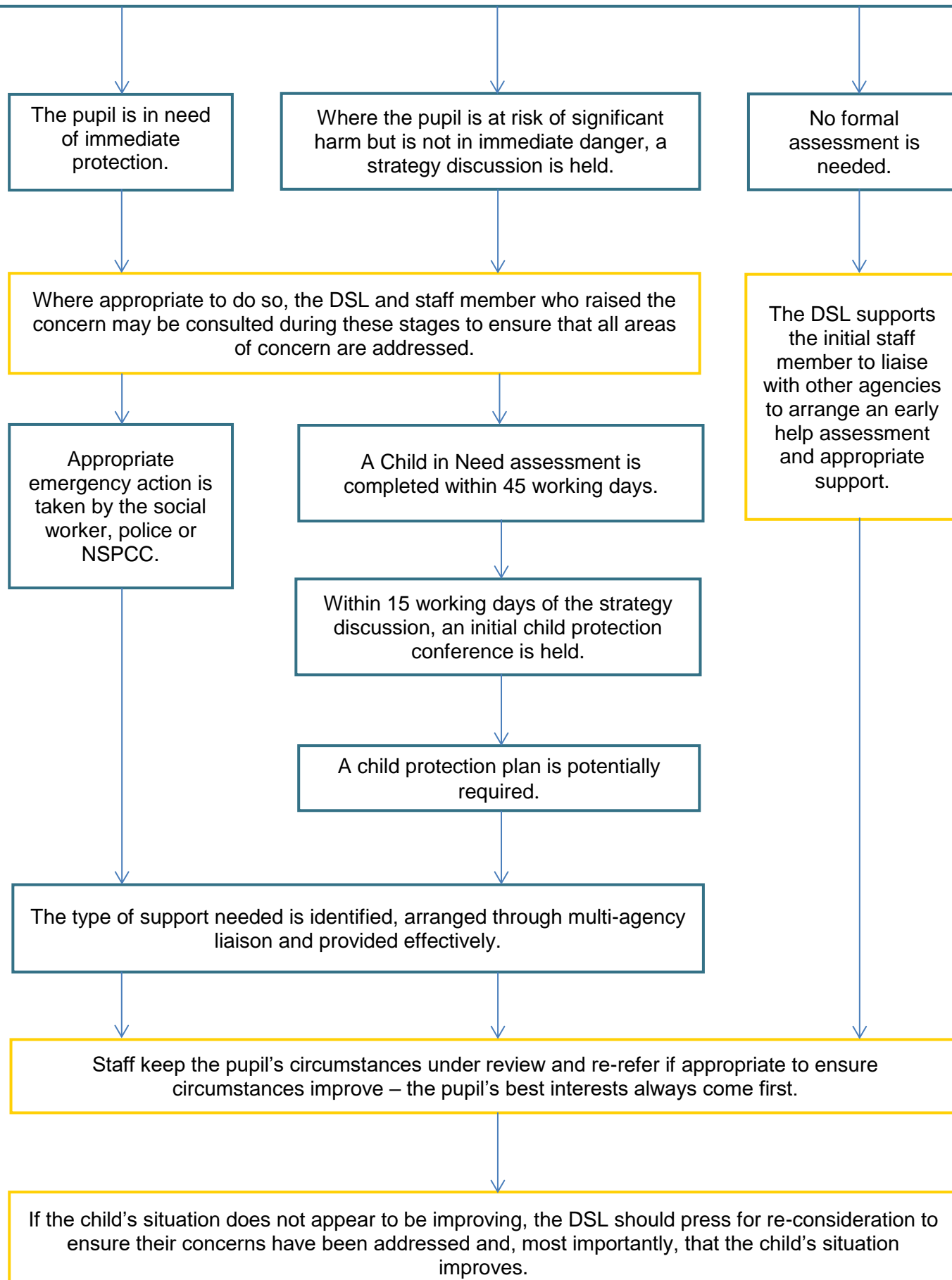
The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

**Before a referral is made**



## After a referral is made

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.





## Safeguarding Concern Form

Designated Safeguarding Lead: Janet Berry (HT)  
 Sue Jakob (Deputy HT), Maureen Shepherd (INCLO), Diana Kill (FS Leader)  
 Safeguarding Governors: Alison Reid and Amy Price Coggins

<b>Pupil Name</b>		<b>Date of birth</b>	
<b>Day</b>	<b>Date</b>		<b>Time</b>
<b>Member(s) of staff noting concern</b>		<b>Reported to</b>	
<b>Concern</b> (Please describe as fully as possible)			
<b>Signature:</b>		<b>Reported to SPA Yes/No</b>	
<b>Actions Taken</b>			
<b>Date</b>	<b>Person taking action</b>	<b>Action</b>	<b>Signature</b>
<b>Date feedback given</b>		<b>Person giving feedback</b>	

*Please pass the form to the Designated Safeguarding Lead when completed*

## **Safeguarding Procedure**

**When concerned about a child, there are certain procedures to follow:**

- *Enter all the admin details, including date of birth (we are asked for this when we report a concern to Children's Services or the police)*
- *Include your full name (not initials)*
- *Ensure the concern is given in detail, preferably in the child's own words – include context*
- *Don't report what other people have told you – they must write their own concern form – avoid judgements and opinions. Ask open questions to clarify but not to investigate – keep it simple and fact based.*
- *Only write about one child on each concern form (use a separate form for each child)*
- *Concern forms can be used in court cases and inquests as primary documents, so they must be complete and accurate*
- *If you jotted your notes down on a piece of paper whilst talking to the child, attach that to the completed concern form*
- *If there are no Concern Forms available, please contact Sue Jakob or Elaine Bather in the office.*
- *Avoid using e-mail to send your concerns- e-mails are insecure*
- *Completed forms must be given to Janet Berry (DSL) or DH immediately.*
- *Please alert our school safeguarding team as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.*
- *Finally, please sign – day, date and time the concern form.*

**PLEASE CHECK WITH DSL (within 24 hours) WHAT HAPPENED RE YOUR CONCERN**

### **Contacts and Advice**

#### **Expert organisations**

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)

- [UK Safer Internet Centre](#)

### **Support for victims**

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

### **Toolkits**

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

### **Further information on confidentiality and information sharing**

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

### **Further information on sexting**

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

### **Support for parents**

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)