



# Child Protection and Safeguarding Policy

**The Status of the policy: STATUTORY**

**Purpose:** This policy sets out how the school will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The school will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children are in need of help or protection.

**Links with other policies:**

Whistleblowing Policy  
Complaints Policy  
Health and Safety Policy  
Behaviour Policy  
Acceptable Use and E Safety Policy  
Staff Handbook  
Staff Code of Conduct

**Monitoring and evaluation:**

This policy is reviewed annually or more frequently should legislation require it and is monitored by the Safety and Community Committee.

Date of governing body approval: September 2017

Date of next review: September 2018

If you require a copy of this document in large print, Braille, audio format, please contact the School Office.

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## St Mary's Ethos Statement

Growing and learning together, inspired by Jesus' love

At St Mary's we seek to:

Nurture our children and every member of the school community with a sense of God by

Encouraging deeper relationships between each other and with God

Helping to make God more real for all of us

As Mary, our patron, brought Jesus into our world for every one of us, the aspiration of the school is to follow her example and be compassionate, loving, caring and inclusive. Born of Mary, Jesus made life holy in all its different forms and our community strives to do the same. This is reflected in our school motto "Conemur" which means "We will try".

### Key Contacts

#### School:

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**Nominated Governors for Child Protection:**

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## **1 Purpose of Policy**

This policy sets out how the school will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The school will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children are in need of help or protection.

## **2 Roles and Responsibilities**

Single Point of Access (SPA) will support the school to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough, including an early help service
- providing statutory social work services under the Children Act 1989
- providing the school with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and online safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education.

### **2.1 Governing Body**

The governing body will ensure that the school meets its statutory duties with regard to safeguarding and protecting pupils and ensure that the following are in place:

- The school has safeguarding and child protection policies and procedures in place that are consistent with DfE guidelines, a staff code of conduct policy, including policies covering staff/pupil relationships and communications and staff use of social media and that these are regularly monitored, reviewed and updated where necessary.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- There are two nominated governors with responsibility for safeguarding and child protection matters and who link with the LADO in the event of an allegation against the Headteacher.
- Senior members of staff are appointed the designated safeguarding leads with responsibility for carrying out the statutory duties as set out in this policy, the individuals are given sufficient time and resources to carry out their responsibilities and deputise for each other if absent.

- There is a designated teacher nominated to promote the educational achievement of looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- Steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures.
- Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line safety.
- The school has appropriate written procedures in place to ensure safe recruitment practices, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service (DBS) as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- At least 1 member of the governing body has undertaken safer recruitment training.
- All staff receive safeguarding and child protection training annually.
- The school has procedures in place to deal with allegations made against other pupils and pupils who go missing from education.

## **2.2 School and Headteacher**

The Headteacher will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly so that they are fully aware of the school safeguarding and child protection policies and are able to fully implement these.
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals.
- Staff are able to work in partnership with other agencies to safeguard children, including contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Safe recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- The school offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body.

### **2.3 Role of the Designated Safeguarding Lead**

The role of the designated safeguarding leads is to:

- liaise with and manage referrals to relevant agencies such as SPA, the LADO and the DBS
- keep the board of governors informed of on-going safeguarding and child protection issues and enquiries
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals
- ensure the school's safeguarding and child protection policies are up to date and consistent with Local Safeguarding Children Board policies and that policies are reviewed annually
- ensure all staff, including temporary staff, are aware of and understand the policies and procedures and are able to implement them
- attend regular training and the designated teacher meetings to keep up to date with new policy, emerging issues and local safeguarding and child protection procedures and working practices
- have an awareness of those children who may be in need, young carers and children who have special educational needs
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes
- provide a link between the school and other agencies
- ensure staff , including temporary staff, receive appropriate safeguarding and child protection training annually
- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved
- ensure relevant records are passed on appropriately when children transfer to other schools.

### **2.4 Working with Parents and Carers**

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school website or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff

- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

**Additional Policies**

LDBS Complaints Policy

Behaviour Policy

### 3 Safeguarding Children

The school will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

To achieve these aims, the school will:

- identify children who need extra help at an early stage and make appropriate referrals for an early help service to prevent concerns escalating
- identify children who may be suffering from significant harm and make a child protection referral
- share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

**Referral for Early Help Services** will be made by way of an e-CAF through SPA or referral to the home borough's Early Help/CAF team for children with low-level needs who may need extra services which cannot be provided by the school to help them achieve good outcomes. Staff will consult with parents prior to making any referral to discuss the matter..

**Referral for a Social Work Service** will be made by way of a referral to SPA for children with medium level needs who are likely to be assessed as being a child in need under section 17 of the Children Act 1989 or section 4 child protection for any child where there are concerns about significant harm .

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child if this does not put the child at risk of greater harm.

**Additional Policies – see list in appendix 1**



## **4 Child Protection Procedures**

### **4.1 Role of School**

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm:

- Keeping children safe in Educations 2016  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working together to safeguard children (DfE 2016)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)
- What to do if you're worried a child is being abused (DfE 2015)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- The London Safeguarding Children Board child protection procedures  
<http://www.londoncp.co.uk/>

In line with these policies and procedures, the school will:

- identify those pupils where there are child protection concerns and make a referral
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

### **4.2 Recognition**

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.
- Staff should refer to appendix 3 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken.
- Concerns may be monitored over time and recorded on the monitoring/incident form shown at appendix 2. Details of any concerning incidents should also be recorded on this form.

### **4.3 Dealing with Disclosures**

If a pupil discloses to a member of staff that they are being abused, the member of staff should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to SPA
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record and pass this on to the designated safeguarding lead

#### **4.4 Referral**

- A decision on whether or not to refer a pupil to the SPA should be made by the Head teacher or their deputy following a discussion with the member of staff who has raised concerns.
- Referrals should be in writing using the SPA referral service completed either by the teacher raising concerns or by the designated teacher.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a 'no names' basis with the home borough's Child Protection Co-ordinator or SPA to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated social worker, the referral should be made directly to them. If the child is not already known referrals should be made to SPA. If the child lives outside of Richmond or Kingston, a referral should be made to their home local authority.

#### **4.5 Attendance at Case Conferences and Core Groups**

- The designated safeguarding lead will liaise with Social Services to ensure that all relevant information held by the school is provided to the Local Authority (LA) during the course of any child protection investigation.
- The designated safeguarding lead will ensure that the school is represented at child protection case conferences and core group meetings:
  - where possible, a member of staff who knows the child best will be nominated to attend
  - if no-one from the school can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

#### **4.6 Monitoring**

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead

- all information will be recorded and presented at the conference
- the completed information will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings
- the designated safeguarding lead will notify the social worker if the child is removed from the school roll, excluded for any period of time or goes missing.

#### **4.7 Records**

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.
- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded and records should be signed and dated.
- Records should show:
  - what the concerns were
  - what action was taken to refer on concerns or manage risk within the school
  - whether any follow-up action was taken
  - how and why decisions were made
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed;
  - whenever concerns arise or there is a serious incident **or**
  - where a child is being monitored, prior to a case conference or core group meeting.
- Where a child who is subject to a protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school.
- Child protection records will be archived by the school.

#### **4.8 Confidentiality and Information Sharing**

- All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent.
- Consent to share information about a child must be obtained from their parents or carers.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with the social worker and make appropriate referrals. Equally, where a child is subject to a child protection investigation, the school must share any information about the child requested by FSSW.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, the

school should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with SPA or the social worker on a 'no names' basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the social worker.

#### **4.9 Children who harm other children**

Where a pupil's behaviour causes significant harm to other pupils, for example through violent or sexually abusive behaviour, the school will refer the child to SPA under the *Children who harm other children* criteria

#### **4.10 Prevention of radicalisation**

The school's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

- *Schools should always be a safe place for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where a school may have concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, they should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.*
- *The school designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one), the Police Prevent Engagement Officer.*
- *To make a referral to the Channel Panel, school should first refer the young person to the SPA using an e-CAF in the same way as for other safeguarding referrals. Where possible, the school should gather any relevant evidence, for example correspondence with parents, internet history and visited websites, notes from meetings to discuss concerns and behaviour, and known associates.*
- *When making a referral, if the referral is considered appropriate for Channel support, the school will be invited to the multi-agency panel meeting to provide information on the concerns that have been noted, and contribute perspectives on the most appropriate support that should be offered to the pupil and/or family.*

## **5 Early Years Setting**

### **5.1 Legal and Policy Framework**

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

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

### **5.2 Safeguarding and Child Protection**

All safeguarding and child protection policies will apply equally to children in early years settings so far as they are relevant to that age group.

The school has an online safety policy including the use of mobile phones and cameras within the early years setting. The following is included:

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile
- parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose
- staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.

### **5.3 Suitable People**

The school will follow the safe recruitment policy set out in section 6 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff the school will follow the LDBS policy '*Guidance of the management of an allegation against a member of staff*'.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the Headteacher.

### **5.4 Staff Training, Skills and Supervision**

The school will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- all early years staff are able to communicate effectively in English both orally and in writing
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

## 5.5 Staff Ratios

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe
- parents are kept informed of staff members and numbers
- children are kept within staff sight and hearing at all times.
- class sizes will be limited to 30 pupils
- classes will be lead by a qualified teacher supported by suitably qualified support staff.

## 5.6 Health

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

## Health and Safety and Suitability of Premises

The school will ensure that all indoor and outdoor ces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed. The school has specific policies for ensuring that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

<p><b>Additional Procedures</b> Health and Safety Policy</p>
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## **6 Safe Recruitment**

### **6.1 General Principles**

The school recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable do to so and do not pose any kind of risk to children.

The school will follow the *Keeping children safe in education* guidance (DfE 2016).

- The school will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors, in accordance with statutory requirements. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.
- All applicants for positions that involve regulated activity will be subject to checks with the Disclosure and Barring Service to ensure they have not been barred from working with children.
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safe recruitment training.
- Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- The Headteacher will be responsible for keeping a single central record of all staff and volunteers who regularly come into contact with pupils, to include details of all checks carried out and the outcome of these checks.
- Where staff are recruited via third parties such as employment agencies, the Headteacher and/or the board of governors will:
  - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
  - request written confirmation of the outcome of all checks
  - ask to see the DBS disclosure prior to making any decision regarding the individual's employment
  - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

### **6.2 Checks to be taken out**

The school will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address but be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and to ensure they are not prohibited from teaching.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach.
- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers. All references will be taken up prior to interview and will be requested directly from the referee. Referees will be contacted to resolve any issues that emerge from the references provided.
- The school will keep copies of the following documents on staff personnel files:
  - documents used as proof of identity such as pasSPATs or driving licences
  - a summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
  - documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

### **6.3 DBS Checks**

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks will only be taken out on individuals who are involved in regulated activity which is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care
- guidance and advice
- driving a vehicle
- personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Decisions on whether a person's role requires a DBS check will be made by whoever is responsible for recruitment in the school, for example the Headteacher or governor, and the



following will be taken into consideration when deciding on whether or not to take out a DBS check:

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role;
- opportunities for contact with the children.

The school has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

#### **6.4 Volunteers**

The Headteacher will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- All volunteers will be required to undergo a recruitment process, such as reference checks and interviews that is appropriate and proportional to the duties assigned to them.
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity will be subject to an enhanced DBS check only.
- For existing volunteers who are not carrying out regulated activity, the Headteacher will decide whether an enhanced DBS check should be carried out depending on:
  - the nature of the role
  - what information is already known about the volunteer
  - what references from work or volunteering activity the volunteer has provided regarding suitability
  - whether the role is eligible for an enhanced DBS check.
- The school will ensure that all volunteers are competent to carry out the duties assigned to them and only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DSB check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All volunteers will be fully inducted in relation to all school policies and procedures.
- Temporary staff and volunteers will be provided with the school's safeguarding leaflet.

This section also applies to school governors who will be treated as volunteers for the purposes of carrying out DBS checks.

<b>Additional Policies</b> Safer Recruitment Policy
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## 7 Staff Practice and Conduct

### 7.1 Induction and Training

- The Headteacher will ensure that all staff are fully inducted, are made aware of the school's safeguarding and child protection policy and procedures and that staff are fully aware of their role in implementing these.
- The designated safeguarding leads will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training annually.
- The Headteacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive multi-agency safeguarding training by a provider at the relevant level.
- As well as basic safeguarding training, the designated safeguarding leads will receive specific training on their role and other relevant multi-agency training courses.

### 7.2 Conduct and Safe Teaching Practice

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The Headteacher ensures that there is a written code of conduct in place.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF 'Guidance for safer working practice for adults working with children & young people' (2009).  
<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>

### 7.3 Providing Intimate or Personal Care to Pupils

*Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.*

*The school has a policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;*

- *Staff should follow the agreed school policy or practice when providing intimate or personal care.*
- *When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.*
- *Parents should always be notified if intimate care has been provided.*
- *When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.*

- *When children are changing, levels of supervision should be appropriate to the pupil's age.*
- *Staff should avoid any physical contact unless a child needs help.*
- *Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.*

#### **7.4 Behaviour Management, Physical Intervention and Restraint**

It is the school's policy to use physical intervention and restraint only in line with the school's policy.

*Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found at:*

[Schools: statutory guidance - GOV.UK](#)

#### **7.5 Music Tuition**

*It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.*

*Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:*

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*
- *ask the child's permission first and respect their wishes*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken.*

*The school should:*

- *carry out a risk assessment around providing music tuition. This should include:*
  - *looking at whether rooms/ces used for tuition are adequately safe and open locations that can be easily observed by others*
  - *passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *let parents known when they arrange tuition what level of physical contact may take place as part of the activity*
- *record any reported incidents or issues and deal with these within the framework of the school's own policies*
- *make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.*

#### **7.6 Allegations Against Staff**

In the event that an allegation is made against a member of staff or volunteer, the school will follow the LDBS "Guidance for the management of an allegation against a member of staff".

In the event that an allegation is made against the headteacher, the matter will be taken up by the Chair of Governors and the school will follow the LDBS 'Guidance for the management of an allegation against a member of staff'.

The school will appoint a responsible staff member (normally the Headteacher) who will be the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer (LADO) for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

Where a staff member is removed or resigns from the school prior to or following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at:

[Disclosure and Barring Service: criminal record checks, referrals and complaints - Detailed guidance - GOV.UK](#)

## **7.7 Whistleblowing**

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or the schools is failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- Richmond's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;

### **Additional Policies**

Whistleblowing Policy

Dignity at Work Policy

LDBS Managing Allegations of Abuse Against Staff Policy

Behaviour Policy

Online Safety Policy

## **8 Health and Safety and Risk Assessments**

### **8.1 Responsibility for Health and Safety**

The governing body and Headteacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Day-to-day responsibility for health and safety issues in the school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

**Name: Simon Minty**  
**Designation: School Business manager**

### **8.2 Risk Assessments**

The school will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole
- for all school trips
- for pupils travelling between locations during the school day
- when a pupil who has been excluded for risky or violent behaviour is returning to the school
- whenever there are any changes to the school environment or school practices
- following any serious incident.

### **8.3 Working with Aggressive and Violent Parents**

Where the school is working with families who are known to FSSW and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the Headteacher and the information shared with FSSW.

If there are high levels of risk involved in contact with parents, FSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

### **8.4 Site Security and Visitors**

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against tress and/or criminal damage.
- The Headteacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Headteacher will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
  - informed to report to reception on arrival;
  - expected to provide proof of identity

- expected to wear a name-badge or carry some form of identification at all times when on the school premises;
  - suitably supervised by school staff at all times;
  - made aware of school health and safety procedures.
- The Headteacher and the board of governors will ensure that any contract entered into with contractors sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
  - Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
  - Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

## **8.5 Monitoring and Review**

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Headteacher and the board of governors will ensure that;

- all school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the Headteacher and governing body
- The safeguarding and child protection governors will carry out bi-annual audits
- the school keeps a central record of all accidents and incidents including what action was taken and by whom
- staff are aware of their responsibility to record accidents and incidents
- the Headteacher has an overview all accidents/incidents
- serious accidents and incidents are reported to the board of governors
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action

## 9 Children Missing from Education or Home Educated

*The School needs to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.*

*Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. The school should refer to the EWO for further details.*

*Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:*

- *The Education Welfare Service must be notified of all decisions*
- *If the child is already known to FSSW, their allocated social worker should be notified immediately*
- *If the child is not known to FSSW, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to SPA.*

## 10 Non-collection of Children from School

The school will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow the procedure agreed with FSSW:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will put FSSW on notice at 4.00 pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4.30pm, the school will contact the FSSW assessment team who will arrange for a social worker to collect the child or make arrangements for the child to be transPAated to the FSSW office.
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Education Welfare Service. If there are also child protection concerns, a referral should be made to SPA.

## 11 Safeguarding Vulnerable Groups

*Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from FSSW or other agencies in order to overcome problems or keep them safe. The School should be aware of the following situations so that they are able to respond to the needs.*

***Children at risk of sexual exploitation***

***Children at risk of female genital mutilation (FGM)***

***Children at risk of forced marriage***

***Children who run away/go missing***

***Young people living with domestic or sexual violence***

***Young people at risk from gang activity or serious youth violence***

***Trafficked children***

***Privately fostered children***

***Young carers***

***Children at risk with SEN***

***Young people at Risk of Violent Extremism***

*Staff need to be aware of any pupils who may be in contact with or being targeted by violent extremists. If there is evidence that a pupil is becoming deeply enmeshed in the extremist narrative, schools should seek advice under the Channel project.*

**Last Review Date:** September 2017

**Next Review Date:** September 2018



## Appendix 1 – Additional Policies

### Additional Policies

Schools can access guidance on the following policies at [www.nspcc.org.uk](http://www.nspcc.org.uk) and [www.gov.uk](http://www.gov.uk)

Anti-discrimination & Harassment

Attendance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/361008/Advice\\_on\\_school\\_attendance\\_sept\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361008/Advice_on_school_attendance_sept_2014.pdf)

Child sexual exploitation

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278849/Safeguarding\\_Children\\_and\\_Young\\_People\\_from\\_Sexual\\_Exploitation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf)

Behaviour and discipline

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277894/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_a\\_guide\\_for\\_Headteachers\\_and\\_school\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour_and_Discipline_in_Schools_-_a_guide_for_Headteachers_and_school_staff.pdf)

Bullying (including cyberbullying)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288444/preventing\\_and\\_tackling\\_bullying\\_march14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf)

Children missing from school

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268987/cme\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf)

Complaints

Domestic Violence

Drugs/substance Misuse

Educational Visits

E-safety

Equality and Diversity

Exclusion of Pupils

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Fabricated or induced illness

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

Faith Abuse

Female Genital Mutilation

First Aid and Administration of Medicines

Forced Marriage

Gangs and Youth Violence

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288804/Safeguarding\\_children\\_Gang\\_activity.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf)

Gender based violence, violence against women and girls

Health and Safety

Intimate Care

No Smoking (EYFS)

Mental Health

Physical Intervention

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use\\_of\\_reasonable\\_force\\_-\\_advice\\_for\\_Headteachers\\_staff\\_and\\_governing\\_bodies\\_-\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_Headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

Private Fostering

Radicalisation and Violent Extremism

Risk Assessments

*Safe Recruitment*

[Keeping children safe in education - Publications - GOV.UK](#)

*SRE*

*Sexting*

*Staff Code of Conduct*

*Teenage Relationship Abuse*

*Trafficking*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/177033/DFE-00084-2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf)

*Whistleblowing*

## Appendix 2:

### CHILD PROTECTION: DEFINITIONS AND INDICATORS

#### Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, FSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

**Neglect:** failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

**Physical Abuse:** causing physical harm or injury to a child.

**Sexual Abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

**Emotional Abuse:** failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

#### Possible indicators of abuse and neglect

<b>Neglect</b>	<ul style="list-style-type: none"><li>• Inadequate or inappropriate clothing</li><li>• Appears underweight and unwell and seems constantly hungry</li><li>• Failure to thrive physically and appears tired and listless</li><li>• Dirty or unhygienic appearance</li><li>• Frequent unexplained absences from school</li><li>• Lack of parental supervision</li></ul>
<b>Physical Abuse</b>	<ul style="list-style-type: none"><li>• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury</li><li>• Injuries in unexpected places or that are not typical of normal childhood injuries or accidents</li><li>• High frequency of injuries</li><li>• Parents seem unconcerned or fail to seek adequate medical treatment</li></ul>
<b>Sexual Abuse</b>	<ul style="list-style-type: none"><li>• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development</li><li>• Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend</li><li>• Continual, inappropriate or excessive masturbation</li><li>• Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy</li><li>• Unwillingness to undress for SPATs</li></ul>
<b>Emotional Abuse</b>	<ul style="list-style-type: none"><li>• Developmental delay</li><li>• Attachment difficulties with parents and others</li><li>• Withdrawal and low self-esteem</li></ul>

<b>Indirect indicators of abuse and neglect</b>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Withdrawal and low self-esteem</li> <li>• Eating disorders</li> <li>• Aggressive behaviour towards others</li> <li>• Sudden unexplained absences from school</li> <li>• Drug/alcohol misuse</li> <li>• Running away/going missing</li> </ul>
<b>Parental Attributes</b>	<ul style="list-style-type: none"> <li>• Misusing drugs and/or alcohol</li> <li>• Physical/mental health or learning difficulties</li> <li>• Domestic violence</li> <li>• Avoiding contact with school and other professionals</li> </ul>

**Appendix 3:**

**SAFEGUARDING CHILDREN MONITORING/INCIDENT FORM AND ANNOTATION**

**Name of Child:**

**DOB:**

**Status:**  monitoring due to concerns       subject to child protection plan

**Concerns/Risks**

Attendance and Punctuality
Periods of Exclusion (including dates)
Contact with Parents/Family
Health and Physical Appearance
Behaviour and Emotional Presentation (including any sexualised behaviour)
Concerning Incidents
Peer Relationships
Academic Performance and Achievement

**Views of Child and Parents**

--

**Outcomes of Monitoring**

- continue monitoring
- carry out CAF
- referral to FSSW
- referral to health services
- referral for education support services
- referral for behavioural support
- referral on behalf of parent/carer

**Action Taken**

--

Name of Staff Member: ..... Date: .....

**St Mary's CE Primary School  
Child Protection Anecdotal Record**

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

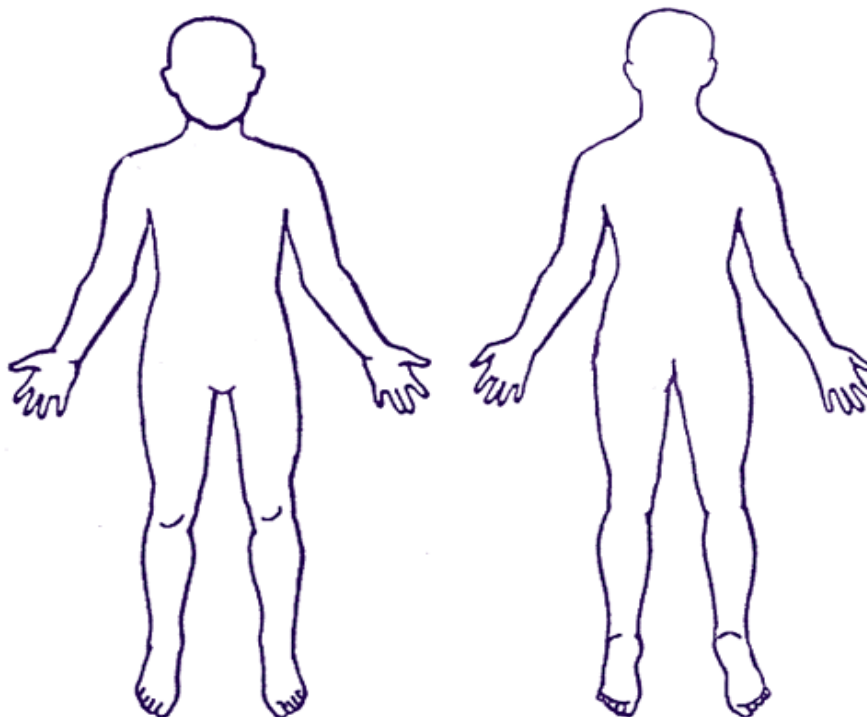
Date	Observations	Child/Parent account

Child Protection designated person: Angela Abrahams. Please pass on records of concern for central file.

**St Mary's CE Primary School  
Child Protection - Incident/Report Form**

<b>Name of Child:</b>	<b>Class :</b>
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**If the incident involves physical abuse or the child is indicating inappropriate touching then please mark on the drawing below the relevant area of the body showing indication of abuse e.g. scratches or bruises etc.**



Front View

Rear View

**Declaration**

<b>I declare that the information provided is correct to the best of my knowledge:</b>	<b>Name: (BLOCK CAPITALS)</b>
Signature:	Date:

**This form should be discussed with the Headteacher as soon as possible**

**St Mary's CE School Action**

**Monitor**

**Contact Parent**

**Refer Immediately**

Name of Agency	St Mary's Person Referring	Time & Date of Referral
Name of Person Referred to:-		Telephone Number :-
Action Agreed:		