

Safeguarding and Child Protection Policy



Our vision is:

To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community.

Our Christian Values are:

Forgiveness Thankfulness Friendship Compassion Trust Truthfulness

Date Approved:

Review Date:

Safeguarding and Child Protection Policy

DATE APPROVED BY LDBS ACADEMIES TRUST	23 May, 2017		
REVIEW DATE Annual	Spring 2018 (or sooner in the event of changes to legislation)		
SIGNED HEAD TEACHER		DATE	
SIGNED CHAIR OF LOCAL ACADEMY COMMITTEE		DATE	

Designated Safeguarding Lead	Mr Colin Franklyn
Deputy Designated Safeguarding Lead	Mrs Deborah Davis, Mrs Carol Leighton
Police Contact Name and number	
LA Designated Officer Name and number	Surrey LADO 0300 123 1650 Option 3

Safeguarding and Child Protection Policy

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

The DfE updated *Keeping Children Safe in Education* on 5 September 2016. Schools should now refer to the Keeping Children Safe in Education (September 2016) document in all matters relating to Safeguarding and Child Protection.

This document replaces:

- Keeping Children Safe in Education (2014 and 2015);
- Safeguarding Children and Safer Recruitment in Education (2006);
- Dealing with allegations of abuse against teachers and other staff: Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools (2012).

The Local Academy Committees and the LDBS Academies Trust (LAT) **must** ensure that all staff have, as a minimum, read and understood KCSiE, Part One (Annex A is also recommended). Schools should also refer to the DfE's 'What to do if you are worried a child is being abused' (March 2015).

All school staff have a legal duty to safeguard and promote the welfare of children. They must also maintain public trust in the teaching profession as part of their professional duties.

The overarching safeguarding message to all schools remains as maintaining an attitude of “it could happen here”.

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

- Behaviour and Anti-bullying
- Health and Safety Procedures
- Relationships and Sex Education
- Attendance
- Equality
- Online and E-Safety
- Whistleblowing
- Professionalism and Staff Code of Conduct
- Dealing with allegations against staff
- Complaints policy
- Radicalization and Extremism (Prevent Duty).

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

Purpose:

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

Schools must ensure:

- that school admin officers, HTs and/or SBMs have sight of the DBS certificate and that any information on that certificate is assessed (DBS certificates now go directly to the employee and this can slip through the net);
- that all staff and LAC governors are aware that from now on, staff with concerns about another adult in the school **must report this to the Headteacher** (and not the Designated Safeguarding Lead (DSL) as in 2014);
- that all staff and carers have a copy of, and understand the written procedures for, managing allegations (Ofsted s/g doc 2015).

Aim

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

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

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

Our Commitment

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

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

- maintaining an ethos where children feel secure, are encouraged to talk, and are listened to;
- ensuring that children know that there are adults in the school who they can approach if they are worried or are in difficulty. **The name of the Designated Safeguarding Lead and Deputy must be displayed clearly in every classroom, as well as the NSPCC whistle-blowing helpline number, 0800 028 0285;**
- including in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;

- ensuring that, wherever possible, every effort will be made to establish effective working relationships with parents and with colleagues from other agencies.

Roles and Responsibilities

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

There will be a Designated Safeguarding Lead (DSL) to ensure that the Safeguarding and Child Protection Policy and procedures are embedded in the school, and to lead on training, receive referrals, and liaise both internally with leaders and externally with agencies in regard to Child Protection; there will also be a Deputy DSL to ensure continuity of these functions.

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

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

See our other policies:

- Professionalism and Staff Code of Conduct Policy
- Online and E-Safety policy.

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

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

The Directors will ensure that:

- all schools in the LAT have a Staff Behaviour Policy or Staff Code of Conduct, which is issued to all staff. The job description of the person who is the Designated Safeguarding Lead, who must be a senior leader (and that of the Deputy DSL also). explicitly includes and sets out the duties of that role (New Safeguarding Duty);
- the schools have arrangements in place to provide cover for the Designated Safeguarding Leader and Deputy;
- the Designated Safeguarding Leaders are given the appropriate resources (time, funding, training and support) to carry out the duties of that role, including the time to attend strategy meetings, case conferences and core group meetings, as well as Child Protection conferences when appropriate;
- the DSL or Deputy DSL is available during opening hours, during term time or when the setting is open, for staff to discuss safeguarding concerns;
- the schools have arrangements in place to handle allegations against other children (i.e., peer on peer abuse);

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

The Local Academy Committee (LAC)

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

LACs must ensure that their safeguarding arrangements “take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)”. LAC governors will also be expected to undergo an enhanced DBS check in compliance with Section 128, which details the requirements for individuals involved in the governance of academies.

The Local Academy Committee will:

- send a termly report (see Appendix 4) on any issues that have arisen to the Directors of the LAT;
- inform the LAT and the Local Authority of the name of the nominated LAC governor or new staff member, and ensure that any changes are notified immediately;
- ensure that the school has a Designated Safeguarding Lead (DSL) and Deputy, both of whom must have **training every two years**, but **annual updates**, and updates likewise for all staff;
- ensure a Designated Teacher is appointed to promote the achievement of Children Looked After (CLA) in the school—or make it clear that the DSL is also responsible for this;
- ensure the Designated Teacher for CLA has appropriate training (New Safeguarding Duty);
- ensure the school has appropriate safeguarding arrangements in place to respond effectively where a child has gone missing, especially where this happens repeatedly;
- consult staff on policy and ways to make Safeguarding arrangements more effective;
- ensure that Safer Recruitment (Best Practice) is followed in all appointments and that at least one person who has been appropriately trained in safer recruitment is on each appointment panel; also, ensure that the school has sufficient senior staff trained in Safer Recruitment (Best Practice);
- ensure that their school continues to hold and maintain a Single Central Record of vetting checks that comply with statutory safeguarding requirements, as set out in the new guidance and in staffing regulations, and which is checked termly by the LAC and a Trust representative;
- ensure that their school has obtained, and holds on record, written confirmation from any supply agencies and/or contractors that the agency / contractor follows safer recruitment best practice when employing staff that they will supply to the school;

- ensure that all new staff, including supply staff and volunteers, are given mandatory induction which makes certain that they are familiar with this policy, reporting arrangements, and the policies listed on page 2 of this document;
- in addition to staff induction, ensure that all staff members are provided with a copy of the Professionalism and Staff Code of Conduct Policy, and that the Designated Safeguarding Lead's and Deputy's names are made clear when the policy is discussed;
- ensure, in line with best practice, that all new staff including volunteers and supply staff are given a copy of the ten-page summary of *Keeping Children Safe in Education* and are asked to sign that they have read and understood this, with a copy of this signature to be kept in their file. These signatures will be seen termly by a representative of the Trust, along with the Single Central Record.

All LAC governors and Board members will be required to submit an **enhanced DBS check** from 2016 (April for new, October for standing governors) which will be seen and recorded on the SCR.

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

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

Further, section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited is 'unable to participate in any management of an independent school such as: a management position in an independent school, academy or free school as an employee; a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities'. A check for a section 128 direction can be carried out using the Teacher Services' system. Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction.

School staff

The Head Teacher has overall responsibility for all aspects of Safeguarding and Child Protection within the Academy **as noted above**.

In addition, he/she will:

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

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

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

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

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

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

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

The Designated Safeguarding Leader (if not the Head of School) will ensure that all aspects of the Safeguarding and Child Protection Policy are established and maintained and that safeguarding procedures are fully in place. The role includes leading on training, receiving and coordinating referrals and documentation, liaising both internally with the Head Teacher and the LAC and externally with agencies, as well as offering support and guidance to pupils and staff when necessary.

The Deputy Designated Safeguarding Leader will ensure continuity of the above in the absence of the Safeguarding Leader.

School staff are responsible for the safety and welfare of pupils. They must always inform the Designated Safeguarding Leader of any concerns they have about a pupil's safety and well-being. These concerns must be recorded and discussed with the Safeguarding Leader who will decide on whether the pupil is, or is likely to, suffer significant harm, and whether or not to make a referral.

Disclosure

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

Guidance for staff if a child makes a disclosure:

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

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

Any concern about the welfare or safety of a child should be reported directly to the Designated Safeguarding Leader or Deputy.

Details of the concern should be written down on the pink child protection form including precisely what a child has said, and should be reported. This should be signed and dated by the member of staff. The child should be reassured and believed. Confidentiality or keeping of secrets should not be promised to the child.

The difference between a 'concern' and 'immediate danger or risk of harm' should be clear, the latter of which necessitates an immediate referral to children's social care or police.

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

On receiving notification of a concern about the welfare or safety of a child, the Designated Safeguarding Leader will investigate the matter further, as soon as possible, by speaking to relevant people appropriate to the situation. A decision will then be made as to whether action needs to be taken and, if so what action would be appropriate. The Deputy Designated Safeguarding Leader will follow this procedure in the absence of the Designated Officer. The Head Teacher (if not the Designated Safeguarding Lead) will be informed as appropriate. Parents should be contacted only once advice has been sought.

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

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher or Principal this should be referred to the Chair of the LAC - email address: chair@stanwellfields.surrey.sch.uk

There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Information to share

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

Shared information should be:

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

Share information when:

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

How to share information:

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

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

The Local Academy Committee and Head Teacher will ensure that all the procedures are followed by the staff and they are responsible that the school has sufficient senior staff trained in Safer Recruitment. In addition, agencies should be asked for evidence that they practice safer recruitment in the provision of staff who will be in the school.

Concern about safeguarding practices within the school

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

Training and Support

The Head Teacher, the Designated Safeguarding Leaders, and the members of the LAC will attend training relevant to their role; e.g., Child Protection, Safer Recruitment. The entire staff will receive external Safeguarding & Child Protection training **regularly**, and leaders **annually**, in line with statutory requirements.

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

Induction of new staff and other adults (supply staff, students, volunteers, etc.) is provided by the Designated Safeguarding Leader and, in line with the most recent legislation, ensures that they are provided with a copy of this policy, the staff behaviour code, and the other policies

named on page 2 of this document. They will be given the opportunity to discuss the contents of these policies and will then be asked to sign to state they have read and understood them. New staff, including volunteers, will also be given a copy of the ten-page summary of *Keeping Children Safe in Education* and asked to sign that they have read this and a copy of this signature put on their file.

A training record detailing the type of training provided, who attended, and the dates, is kept by the school and is available for review by the LAC and the LAT Board of Directors.

Professional Confidentiality

Individual Safeguarding and Child Protection concerns are confidential. All Child Protection documentation involving individual students will be kept in a locked office in a locked cabinet or password-protected digital file. Only members of staff who need to be informed are informed of such concerns; this would always include the Head Teacher and Safeguarding Leaders. The child's class teacher will be given need-to-know information and not necessarily all the details linked to the case. In some circumstances it may be necessary to inform other members of staff, such as the Inclusion Manager or a LSA. The LAC will not be informed about individual Safeguarding and Child Protection concerns.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others (including to social service departments) must always, however, have regard to both common and statute law.

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

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

Records and Monitoring

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

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

Children with Safeguarding and Child Protection concerns are monitored by the Designated Safeguarding Leaders and by the relevant staff who work with the pupils, e.g. their class teacher. The staff will be provided with need-to-know information only.

The Designated Safeguarding Leader must always be informed if there are Child Protection concerns about a pupil. The concerns must be recorded and discussed with the Designated Safeguarding Leader, who will decide on whether the pupil is, or is likely to, suffer significant harm, and whether or not to make a referral.

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

Attendance at Child Protection Conferences

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

Supporting Students at Risk

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

We will endeavour to support students through:

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

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment, and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, or mental health issues, children may

also be vulnerable and in need of support or protection. Pupils at risk from radicalisation will be supported as detailed in our Radicalisation and Extremism Policy.

Missing children in education policy

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

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

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

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

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

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

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

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

The policy includes:

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

Children can fall out of the education system because they:

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

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

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

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

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

Specific safeguarding issues

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

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

We will ensure, in line with the Prevent Duty, that one staff member **as a minimum** (probably the DSL) is trained in Prevent.

Please see our Radicalisation and Extremism Policy for more details, which describes potential risk factors and possible signs of engagement with extremist ideology.

--**'Honour-based violence'** (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

--**Peer-on-peer abuse:** Staff should recognise that children are capable of abusing their peers, which may include sexting, bullying, cyberbullying, etc. More detailed guidance can be found in the Behaviour and Anti-Bullying Policy, as well as the relevant portions of KCSiE.

Schools should institute procedures to minimise the risk of peer-on-peer abuse. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be

clear as to how victims of peer-on-peer abuse will be supported by the staff and DSL. Online behaviour that involves sexual abuse and bullying is a criminal offence, although it is unlikely that the perpetrator will be prosecuted where they are a peer of the victim.

--**Managing allegations made by children against children:** Every child has a right to come to school and learn in safety, free from harm by adults and by other children. This part of the Safeguarding policy should be read in conjunction with the LAT Behaviour Policy and KCSiE. Occasionally children make allegations about others in their school. These allegations may be with regard to physical abuse (including sexual abuse) and/or emotional abuse. Some of the allegations may come under the heading of safeguarding:

- violence, particularly if there was evidence it was planned
- forcing or tricking others into the use of alcohol or drugs
- blackmail or extortion
- threats or intimidation
- forcing or tricking others into watching or taking part in pornographic acts
- inappropriate touching or indecent exposure.
- persuading others to watch or take part in indecent acts
- recording in any way, by photograph, film, or mobile phone, indecent acts.

Children who are in school, and who it is known may present a safeguarding risk to others (this may include children who have been the subject of serious abuse), will need an individualised risk management plan to ensure that they are safe and that they do not put any other child in harm's way, and also that adults working with them are protected from the risk of allegations against them. If allegations are made the DSL should be informed immediately. A record of facts should be completed as soon as possible. **No** investigation should be carried out until the LADO has been consulted and, where necessary, Social Services notified. The DSL should follow up to ensure that they know precisely what action has been taken and make a record in the child's file. If there is a possibility of a criminal offence the police should be notified and a note made in the file. It may be necessary to temporarily exclude the child for their own and others' safety. If the statutory authorities decline to act, the school may then decide to investigate the complaint under the behaviour policy and carry out a risk assessment, and, if necessary, put in place a supervision plan.

--Schools must also *"ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or colleges IT system however, schools will need to 'be careful that "overblocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.'*

--**Sexting:** "Sexting", or the sending of sexual images between young people via the internet or mobile devices, is a particular issue. Pupils need to know that producing and sharing these images is illegal, and that once the image is sent, they have lost control of who it is distributed to and how it is used, and that there is a good chance that the image will be widely seen, possibly including parents.

Staff must be able to react to incidents in a proportional manner so that the welfare of young people is safeguarded and no young person is unnecessarily criminalised. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools, available for

download from the LDBS site: http://schools.london.anglican.org/uploads/asset_file/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf

--**Additional vulnerabilities of pupils with SEND**, which means that particular care may be needed to recognise abuse in the face of assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, 'hidden' or disguised impact on pupils, and challenges to communication. Schools should be aware that pupils with SEND may be particularly vulnerable to all forms of bullying, including cyberbullying and sexting.

--**Child sexual exploitation (CSE)**: Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should discuss the case with a manager or the designated member of staff for child protection. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority (LA) children's social care and the police, regardless of whether the victim is engaging with services or not. Key indicators may be time missing from education, inappropriate sexualised behaviour, and other signs of decreased wellbeing which may include mood swings or even STIs, drug or alcohol abuse. Please see Appendix 7 of this document for greater detail on signs and responses.

--**Domestic violence**, including psychological, physical, sexual, emotional, and financial abuse, and controlling or coercive behaviour, can put children at risk; if a member of staff suspects DV, they should report it to the DSL, who can then consider consulting the DV Disclosure Scheme.

-- School staff should be prepared to identify children who may benefit from '**early help**', which means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

Early Years Foundation Stage

Legal and policy framework

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

The school will ensure that children taught in nursery and 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.

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

Safeguarding in the EYFS

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

Child Protection and the Use of Mobile Phones

EYFS staff and all staff within the school will follow school procedures set out in this policy. In addition, the school has the following Child Protection procedures and expectations:

- parents and carers are asked to switch off mobile phones if they are coming into the school and leave the classroom / hall if they need to use their mobile;
- parents are prohibited from taking any photographs of children in school.

The only exception would be in the event of a class assembly;

- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum, and they should use only school equipment for this purpose;
- staff must use mobile phones during breaks in the staff room and not whilst children are present, unless in an emergency situation after consulting with the Head Teacher;
- school cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home;
- the use of personal mobile phones and camera by staff to take photos of children both in and out of school is not permitted.

Staff

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

Staff are advised to avoid situations where allegations may be made against them and are advised against working one-to-one with students. Where this is unavoidable, it is advised that they work in view of another member of staff. Support will be given to staff witnessing or involved with CP issues.

Guidance for staff about sexual matters is given in the Relationships and Sex Education policy. It is vital that the guidance in this policy is followed in order to maintain positive working relationships with parents.

If staff members have concerns about another staff member, then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of governors, the CEO of the LAT, and the LAT Board as appropriate.

The Multi-Agency Assessment and Referral Form

This form should be used when we consider that a child has needs which cannot be met solely by the services or resources within the school, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

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

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

- the referral form is completed by the Designated Safeguarding Leader or Deputy;
- a copy of the form is retained in the secure Child Protection file;
- the Head Teacher is informed of all referrals.

Procedures

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

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

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

APPENDIX 1

Recognising Abuse: From Child Welfare Information Gateway

Recognising child abuse

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

The Child:

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

The Parent:

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

The Parent and Child:

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

Types of Abuse

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

Signs of Physical abuse

Consider the possibility of physical abuse when the child:

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

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

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

Signs of Neglect

Consider the possibility of neglect when the child:

- is frequently absent from school;
- begs or steals food or money;
- lacks needed medical or dental care, immunisations, or glasses;
- is consistently dirty and has severe body odour;
- lacks sufficient clothing for the weather;
- abuses alcohol or other drugs;
- states that there is no one at home to provide care.

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

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

Signs of Sexual abuse

Consider the possibility of sexual abuse when the child:

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

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

- is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex;
- is secretive and isolated;
- is jealous or controlling with family members.

Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the child:

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

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

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

Next steps and suggested ideas arising from recent documentation:

1. Ensure that all policies and procedures are updated in line with KCSiE 2016 statutory guidance, DfE Prevent Duty guidance and arising aspects from the Ofsted safeguarding document, e.g.:
 - pupils missing in education;
 - Prevent procedures;
 - internet safety;
 - broad and balanced curriculum (see policy and procedure section in checklist).
2. As for KCSiE 2014, ensure that there is a designated teacher to promote the achievement of Children in Care--focus on current inspections. See separate section in document.
3. Check that those leading on and managing safer recruitment procedures are aware of the guidance (para 52 of KCSiE) on DBS and barred list checks.
4. Ensure (this emerged several times last year in schools) that school admin officers, HTs and/or SBMs **have sight of the DBS certificate** and that any information on that certificate is assessed– (DBS certificates now go directly to the employee and this can slip through the net).
5. Ensure that the formal staff behaviour code (code of conduct/staff behaviour policy) is updated annually and includes information and clarity on staff/pupil relationships and communications including use of social media and whistleblowing.
6. Provide ALL staff with, and ensure that they read, **Part 1 of KCSiE, and Annex A** if possible and add to induction programme if not already doing so.
7. Ensure that:
 - all staff and LAC governors are aware that from now on, staff with concerns about another adult in the school **must report this to the Head Teacher** (and not the DSL as in 2014);
 - all staff and carers to have a copy of and understand the written procedures for managing allegations (Ofsted s/g doc 2016).
8. Ensure that:
 - “appropriate whistleblowing procedures (reflected in staff training and staff behaviour policy) are in place for such concerns to be raised with school’s management team” (KCSiE 2015) and;
 - that staff understand how to manage concerns about the practice of adults in respect of the safety and protection of children and learners (Ofsted 2015).
9. Ensure CP files are transferred as soon as possible (suggest you record dates when sent) and that you ensure “secure transit and conformation of receipt are obtained”.
10. Note and inform staff and LAC governors that “***In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children’s social care.***” (This has altered from 2014 KCSiE).
11. Review procedures so that all staff know how to make a complaint.
12. Ensure, for schools using alternative provision for pupils, that procedures are in place to check they are registered (not all are).

13. Ensure that the LAC is satisfied that appropriate arrangements are made with regards to H&S to protect staff and learners from harm.
14. Consider mapping the curriculum offer to ensure that safeguarding aspects are included appropriately for each year group—it is a good idea to have this as a highlighted document (see curriculum section).
15. Consider revisiting and clarifying procedures for pupils missing in education--this to also include pupils who go missing at lunchtimes (secondary schools).
16. Consider the message the school conveys about CP and Safeguarding through the school website--newsletters, policies, guidance for parents, etc.
17. Ensure there is a clear approach (and guidance) to implementing the Prevent Duty and keeping children and learners safe from the dangers of radicalisation and extremism (Ofsted 2015) as schools are listed in the Act as partners of the Channel panels (KCSiE 15).
 - Do staff understand when it is appropriate to make a referral to the Channel programme?
 - Have staff received Prevent training so that they are able to identify pupils who may be vulnerable to radicalisation and to challenge extremist ideas?
18. Ensure that the curriculum provides opportunities to support pupils in critical thinking, British Values, citizenship, etc.
19. Ensure as a minimum that a senior leader undertakes/has undertaken Prevent awareness training and is able to provide advice and support to staff on protecting pupils from the risk of radicalisation. The Register of training undertaken will record this duty.
20. Ensure that “policy and procedures for ensuring that visitors to the school are suitable, checked and monitored, e.g. external speakers at school assemblies” (Ofsted 2015).
21. Keep a record of referrals made to the designated leader and a note of which were subsequently referred to the LA, with brief details of the resolution (Ofsted 2015).
22. Ensure that there are procedures in place to make a referral to the DBS if a person has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned. (This is a legal duty and failure to refer is a criminal offence.)
23. There are systems in place for the child’s voice to be heard and taken into account when determining action. These systems must allow children the ability to express their views and give feedback.
24. The school is confident that EYFS policy and procedures are effective in safeguarding children (see EYFS section).

APPENDIX 2

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

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

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

- schools report;
- social services investigate.

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

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

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

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

APPENDIX 3

Safeguarding training log suggestion for front of safeguarding file

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

Site manager:

- H&S training and date--any aspects.

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

Long-Term Storage of Files

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

APPENDIX 4

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

Vulnerable pupil overview

Safeguarding & Child Protection	3
Children in Need (CIN)	4
Looked After Children LAC	5
Agency involvement or school monitoring	6

Meetings:

Case conferences:	2
CIN review:	1
LAC:	
Professional meetings:	
TAC (team around the child):	

SCR: approved/ monitored: date(s)

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

Accidents this term: x pupils x adults

Over time

	Pupils	Adults	Total
Autumn			
Spring			
Summer			
Total			

Fire drills:

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

Health, Safety, & Security

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

Risk Assessments:

Any changes due to site changes x

Any individual Risk Assessments for pupils # (no names)

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

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

Safeguarding CPD:

e.g., domestic violence: date

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

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

Issues/ development aspects for next year/term: XYZ

What is abuse?

Criminal law levels of intent

	Accidental/Inadvertent	Intentional
Physical	<ul style="list-style-type: none"> • accidental striking • rough play • inappropriate restraint • not providing/attending training • <i>inattention to hygiene needs, e.g., head lice</i> • ignoring safety requirements • <i>getting young children to do household chores such as ironing</i> • <i>over/under feeding</i> 	<ul style="list-style-type: none"> • deliberate striking or burning • hitting • shaking • throwing • <i>poisoning</i> • <i>suffocating</i> • <i>Munchausen's syndrome</i> • kicking
Emotional	<ul style="list-style-type: none"> • inappropriate use of humour • lack of sensitivity in class discussions, e.g. children who may be suffering bereavement, parent in prison, etc. • failure to intervene • inattention to cultural/ethnic norms • ignoring child • <i>parent and child are 'friends'; abrogation of parental responsibility</i> • <i>domestic violence</i> 	<ul style="list-style-type: none"> • deliberate rudeness or blanking • sarcasm • threats/bullying • humiliation • lack of praise • undermining confidence • ridicule • constant criticism • <i>denied love and affection</i> • deliberately turning a blind eye • racist abuse • scapegoating • deliberate exclusion of child from activities
Neglect	<ul style="list-style-type: none"> • not noticing gradual changes in behaviour • <i>forgetting medication or giving extra dose</i> • leaving children unattended • not doing risk assessment • failure to take child's concerns seriously • failure to create a culture where abuse can be reported • failure to evaluate the impact of policies • organisation of room space • lack of attention to ethnic and cultural norms, e.g. food NOT physical punishment, etc. • allowing child to go home without checking supervision arrangements • <i>inappropriate clothing</i> 	<ul style="list-style-type: none"> • leaving children unattended • not reporting suspicions • allowing children to drink • not tackling bullying
Sexual	<ul style="list-style-type: none"> • being overheard in a personal conversation • accidental physical contact –bumping into, touching • failure to intervene • invading personal space • inappropriate dress • supervision arrangements for PE/swimming • not securing age-inappropriate material (TV, internet, magazines) • inappropriate behaviour, e.g. flirting 	<ul style="list-style-type: none"> • use of inappropriate material in lessons • suggestive comments • inappropriate humour • homophobic comments • sexual touching • invading space/overly tactile • indecent exposure • voyeurism • penetrative/oral acts

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

APPENDIX 5

Safeguarding preparation for inspection

In addition to the self-evaluation documents and information on our website (under advice/Ofsted), please refer to the points below to ensure you are inspection-ready:

1. make sure your Safeguarding and CP policy is on the website;
2. make sure that the policy refers to **Keeping Children Safe in Education 2015** and includes **associated information – FGM/Prevent Duty/Children Missing in Education;**
3. SCR includes all information (as a minimum) listed below;
4. if not on your SCR, ensure you have evidence of disqualification by association;
5. chronology of events in individual CP files show actions have been taken in a timely manner;
6. staff know what to do if they have concerns about the welfare of a child;
7. all staff and LAC governors know who to report to in the event that there is an allegation against the Head Teacher;
8. LAC governors know about Prevent and FGM and the school's duty to report and know about training on this (who has completed/if they have, etc.).

During a recent inspection, one of our schools had to contact the LA to formally report Nursery pupils on the register who did not start school at the beginning of the year.

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

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

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

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

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

Please see below the updated SCR checklist with other non-statutory aspects for your consideration.

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

There is no longer a set format required but certain elements **must as a minimum** be on the SCR. These are in bold in the checklist below

There must be procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to s/g concerns – or would have been if they had not resigned. **THIS IS A LEGAL DUTY** (KCSiE 15).

	Y/N
Does the LAC ensure that the school continues to hold and maintain a SCR that complies with statutory safeguarding requirements? Is there a named signatory? Is SCR signed when monitored?	

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

*Advice: do not leave gaps in the SCR—write *N/A* or appropriate comment (e.g., *pending*) and always show **who** and **when** evidence seen.

Home Office FAQs on Overseas checks for employers and employees:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/477235/GOV_CR_GUIDANCE_FAQs_FINAL.pdf

Appendix 6

Guidance on Visiting Speakers

In regard to speakers visiting the premises and addressing children, the school should consider the inclusion of:

- A formal procedure for inviting speakers, which involves approval by the Headteacher and a clear understanding of why the speaker has been chosen;
- A list of appropriate checks on the suitability of the person prior to their visit or agreement of their visit. This could include internet searches and/or contacting other schools where the person has spoken previously;
- Although not always possible, it is helpful to invite speakers from an established company, charity or other group whose aims are well-documented;
- A document for the speaker to read and sign, to ensure that they understand they must abide by the school's equality commitments, that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs, and there must be no extremist material and that they will stick to the agreed content discussed with the school;
- An understanding that the speaker will be expected to talk with staff about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand;
- An understanding that such talks and presentations will not be used to raise funds, without the prior written permission of the Headteacher;
- Visiting speakers must arrive at reception in good time to book in, and must bring suitable identification and be suitably attired. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in 'regulated activity' and so will not necessarily have a DBS certificate to present;
- Visitors must be supervised at all times and not left alone with pupils, unless they have confirmed DBS checks;
- Visiting speakers should understand that their presentation will be brought to an early end, if the content proves unsuitable;
- All information about the visiting speaker and the booking process should be recorded on a suitable proforma;
- After the presentation, an evaluation form should be completed which will include feedback from staff, note any contentious subject areas or comments, and state whether the speaker could be booked again in the future. Once a person has visited a school, future checks should be proportionate.

Thanks to Andrew Hall, www.safeguardingschools.co.uk

Appendix 7

Visiting Speaker Booking Proforma and Checklist

Name of the speaker	
Reason for booking	
Approval given from Headteacher	Signed
Have you checked the speaker's suitability?	Yes / No Contacted other schools? Internet search? Are they from an established company or charity?
Have you liaised with the speaker over the content of the presentation and or seen the presentation?	Yes / No
Have you told them that the presentation will stop if deemed unsuitable?	Yes / No
Is this to raise funds? If so have you sought written permission from the Headteacher?	Yes / No If Yes
Have you asked the speaker to bring photographic ID and be suitably attired?	Yes / No
Do they have a DBS?	Yes / No If yes the office staff must be made aware so that a copy can be taken.
ALL VISITING SPEAKERS MUST SIGN AN AGREEMENT FORM ON ARRIVAL	

Appendix 8



Headteacher:
Mr Colin Franklyn

Clare Road, Stanwell, Staines,
Middlesex TW19 7DB
Tel: 01784 258082

email: info@stanwellfields.surrey.sch.uk

To encourage and support thoughtful, happy and responsible children
With a lifelong passion for learning, within a Christian community.

Visiting Speaker Agreement Form

I _____ understand that I must abide by the school's equality commitments, that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs, and there must be no extremist material and that I will stick to the agreed content discussed with the school;

Signed

Date

SAFEGUARDING STATEMENT

Stanwell Fields is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Appendix 9

Child Sexual Exploitation

The DfE has issued new guidance which includes a fuller definition of Child Sexual Exploitation:

“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is **never the victim’s fault**, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm. One of the key factors found in most cases of child sexual exploitation is the presence of some **form of exchange** (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

All children may be vulnerable to CSE, regardless of age, gender, or ethnicity. *Working Together* makes clear the requirements for holistic assessment of heightened vulnerability factors. Sexual exploitation is often linked to other issues in the life of a child or young person, or in the wider community context. Practitioners should be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm, or may be linked to other crimes and practitioners should be mindful that a child who may present as being involved in criminal activity is actually being exploited.

Heightened risk factors may include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;

- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

But, **child sexual exploitation can also occur without any of these vulnerabilities being present.**

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of **potential indicators of risk**; which may include:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Some risk assessments have been constructed around indicators of face-to-face perpetration by adults and may not adequately capture online or peer-perpetrated forms of harm. Child sexual exploitation may occur without the child being aware of events, or understanding that these constitute abuse. Online exploitation includes the exchange of sexual communication or images and can be particularly challenging to identify and respond to.

Children can be both experiencing child sexual exploitation and perpetrating it at the same time. Examples might include a child who is forced to take part in the exploitation of another child under duress, or a child who is forced to introduce other children to their abuser under threats to their family's safety. These situations require a nuanced approach that recognises and engages with the young person's perpetration within the context of their own victimisation.

Anyone working with a child who they think may be at risk of child sexual exploitation should follow the guidance set out in *Working Together* and share this information with local authority children's social care. You should refer any concerns about a child's welfare to local authority children's social care. If you believe a child is in immediate risk of harm, you should contact the police.

This guidance should be kept in mind when working within the LAT Safeguarding and Child Protection procedures, and well as Online and E-Safety; possible risk factors should be observed in conjunction with the Behaviour and Anti-Bullying Policy.

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