

Policy & Procedure



St Hardulph's C of E Primary School

Safeguarding Policy 2017-2018

This policy is reviewed every year and was agreed by the Governing Body of St Hardulph's C of E Primary School in February 2017 **and will be reviewed again in February 2018**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

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Aims and Vision

At St Hardulph's, **Our Vision** is underpinned by our shared Aims and Values

Our Aims

In partnership with parents, Church and community we aim to:

- Provide a **welcoming, safe and happy school** with a caring, stimulating environment
- Develop a **passion for learning**
- Nurture **confident and successful learners**
- Encourage the application of **knowledge, skills and practical abilities** relevant to life in a rapidly changing world.
- **Acquire a reasoned set of attitudes** and beliefs based on Christian principles. Also a respect for, and understanding of, other people's religions, moral values and ways of life.
- Encourage a **pride in ourselves** and our achievements
- Teach everyone to show **mutual respect**
- Ensure that **everyone feels valued** and listened to.

Our Values

Determination

Respect

Kindness Inspiration

Friendship Excellence

Aspiration Curiosity

Honesty Faith

Creativity

Positivity



Named staff and contacts

- Designated Safeguarding Lead: Caroline Wenham (Head teacher)
- Deputy Designated Safeguarding Lead: Sarah Tyrer (Teacher) and Sue Stubbs (Teacher)
- Nominated Safeguarding Governor: Clare Philipson
- Safeguarding and Improvement Unit contacts:

Safeguarding and Improvement Unit Service Manager (Acting):

Judith Jones 0116 3057411

LADO / Allegations:

Mark Goddard, Karen Browne 0116 305 7597

Safeguarding Development Officers:

Simon Genders 0116 305 7750

First Response Children's Duty (Priority 1 referrals)

Telephone 0116 305 0005
Fax 0116 305 0011
Email childrensduty@leics.gov.uk
Address First Response Children's Duty
Eastern Annex
County Hall
Championship Way
Glenfield

CHANNEL referral (Extremism / Racialisation)

Prevent Engagement Team
(Mark Wilson)
Telephone: 0116 248 6726

LE3 8ST

All other referrals

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

Early Help – Request for Services

http://www.leics.gov.uk/index/children_families/early_help.htm

Family Information Service 0116 3056545 email family@leics.gov.uk

Contact to learn outcome of referrals 0116 3050005

NSPCC whistle blowing helpline number 0800 028 0285

1 Introduction

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

2 Safeguarding Commitment

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

2.2 Our school will therefore:

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

2.3 **Safeguarding in the Curriculum**

The School aims to promote healthy relationships through the curriculum and to teach children to keep themselves safe. The following areas are among those addressed in PSHE and in the wider curriculum

Bullying/Cyberbullying

Drugs, alcohol and substance abuse (through the Life Education bus)

E Safety / Internet safety / sexting

Stranger danger

Fire and water safety

Road safety

Domestic violence / Relationships

So called Honour Based Violence issues (HBV) e.g forced marriage

Female Genital Mutilation (FGM) – see appendix 8

Sexual exploitation of children (CSE)

Extremism and Radicalisation (see Appendix 4)

Governors will monitor and promote opportunities to teach safeguarding through its Achievement and Learning Committee and Behaviour, Safety and Communication Committee, as well as through governor visits.

3 Roles and Responsibilities

3.1 General

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

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

The process to be followed is detailed in Appendix 1.

3.2 Governing Body

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

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years.
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training, including training in inter-agency working which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. The Local Authority Induction leaflets, "Safeguarding in Education Induction – Child Protection Information, safer Working Practice" will be used as part of this induction.

- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO) and / or any other partner agencies. See Appendix 2.
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers – "Guidance for Safer Working Practice for those who work with children in education settings October 2015" Information is provided to the Local Authority (on behalf of the LSCB) through the Annual Safeguarding Return
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2015 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency (eg Supporting Leicestershire Families). Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).
- The operation of this policy and its related procedures are monitored regularly. Relevant risk assessments including that for Radicalisation and Extremism (see appendix 5) are carried out and safeguarding audits are conducted as part of this monitoring process.
- The school's child protection policies and procedures are reviewed annually and that information is reported to the local authority about them and how the child protection duties have been discharged.
- There are procedures in place to make referrals to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns. (See appendix 2)
- There are procedures for children who go missing from school particularly on repeat occasions to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- A designated teacher is appointed for Looked After Children and ensure appropriate training for that teacher

- Ensure that all staff have the skills, knowledge and understanding to keep looked after children safe.
- Ensure that appropriate staff have information about looked after children's legal status.

3.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Allegations Manager in accordance with appendix 2.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police. (see details at the start of this policy)

3.4 **Designated Safeguarding Lead**

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping children safe in education" (and the procedure at appendix 1) and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and Referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed)
- Act as a source of support, advice and expertise within the school

- To attend and contribute to child protection conferences when required.
- Be alert to the specific needs of children in need, those with educational needs and young carers
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise and to give Part 1 of "Keeping children safe in education" to all staff;
 - Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (eg children who repeatedly go missing) or complaints, in accordance with the section on "Records, Monitoring and Transfer" below.
- Contribute to inter-agency plans to provide additional support to children subject to child protection plans.

4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the Headteacher.

- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school, their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.
- 4.6 **Staff at St Hardulph's Primary school follow a system of completing Red and Amber Forms for any concerns about pupils' welfare and safety. These field notes are passed on to the Designated Safeguarding Lead (DSL) who will action a response as soon as is reasonably possible. Red forms are used to inform the DSL that there is an immediate safeguarding disclosure alert. All DSLs will regularly check the Head teacher's desk (especially in the absence of the Head teacher) to ensure that any concerns are dealt with immediately. All staff are trained in the need to take an immediate written record of any concerns. If they do not have a red or amber form to hand, they should use any paper before attaching the notes to the appropriate coloured form before handing to the DSL. See Appendices 6 and 7.**

5 Support to pupils and school staff

5.1 Support to pupils

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

- 5.2 **Peer on Peer Abuse** - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. There are separate school and local authority or LSCB guidances and policies to address these concerns including the Behaviour Policy, Anti-bullying Policy, E-Safety Policy, "Guidance for schools with children who display sexually abusive behaviours". Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils.

- 5.3 **Sexting** – School will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case by case basis.
- The key points being:
- Inform the Head teacher/DSL as soon as possible
 - Support the victim as appropriate and in accordance with their best interests
 - Inform all parents of involved children unless by doing so you put a child at risk
 - Images will not be viewed by school staff
 - If school is to deal with the matter, involve parents in ensuring the images are deleted
 - If there is evidence of exploitation of the targeting of a vulnerable student, inform the police
- 5.4 **Children Missing from Education** – our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who going missing from education. A child going missing from an education setting is a potential indicator of abuse and neglect. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; e) because they have been permanently excluded.
- 5.5 **Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Staff training includes raising awareness of this issue and any concerns are passed to the designated Safeguarding lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.
- 5.6 **So-called 'honour-based' violence** (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.
- 5.7 **Complaints** or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.
- 5.8 **Counter Terrorism – PREVENT**
Our school recognizes the duty to prevent pupils being drawn into terrorism. Our school will co-operate with Channel panels, assess local risk, identify "at risk" pupils. Train staff to identify at-risk children and endeavor to keep pupils safe on line (see appendix 4)

5.9 Support for Staff

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

6 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.
- Ensure that parents and carers are made aware of the school's policy on the use of mobile devices and cameras and promote adherence to it. See appendix 3

7 Other Relevant Policies

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

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

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

8 Recruitment and Selection of Staff

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

APPENDIX 1

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

Contents

A	General	
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A. General

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Team Managers, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially **(see Amber and Red forms in Appendices 6 and 7)**
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken. Where children go missing from school, particularly on repeat occasions, consideration should be given to any risks of abuse or neglect, including serial abuse or exploitation and if necessary advice sought on how to prevent the risks of them missing in future
- 6) ~If at any point there is a risk of immediate, serious harm to a child a referral should be made to Children's Social Care immediately. Anyone can make a referral.

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

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school **(see Amber and Red forms in Appendices 6 and 7)**.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

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

order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

Relevant documents:

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

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

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

2) Headteacher (or Chair of Governors)

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

- iv. Report to First Response Children's Duty if the Allegations Manager so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or NCTL, depending on the outcome and particularly if a person in regulated activity has been removed or dismissed due to safeguarding concerns.

APPENDIX 3

Policy for the use of Cameras and Mobile Phones / Devices

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

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

APPENDIX 4

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism and Security Act 2015 to prevent our pupils being drawn into terrorism.

These include:

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

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

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

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

APPENDIX 5



Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	Yes	As part of this policy
Does the school work with outside agencies on radicalisation and extremism eg Channel?	Yes	Police + others if required
Have staff received appropriate training?	Yes	
Has the school got a trained Prevent lead?	Yes	S Stubbs S Tyrer
Do staff know who to discuss concerns with?	Yes	S Stubbs S Tyrer Single Point of Contact (SPoC)
Is suitable filtering of the internet in place?	Yes	See below
<p>Internet Content Filtering</p> <p>This school employs a sophisticated content filtering system which is kept regularly updated to ensure that as far as possible, only appropriate content from the Internet finds its way onto school devices.</p> <p>A cloud-based secure controller communicates with end-point client filter software to provide:</p> <ul style="list-style-type: none"> Category based blocking – an internationally accredited standard of checking website URL's against a dynamic database of world-wide sites. The set of categories, including sub-sets can be applied under full control to provide block sets individually tailored for suitable policies. The policies can be authored to be suitable for teachers, pupils or administrative staff, and can be edited and controlled in real time, allowing for instant response if required. Granular adjustment of policies is provided by the ability to layer over lists of individual websites or pages for filter defeat (override allow) or filter enforce (override block). Further granularity allows for a specific filter set to be applied to individual devices if required. Monitoring and Logging – all content activity is logged by the cloud based controller. This allows reporting by extraction from the log database. The system can show all Internet activity, including sites requested, sites blocked, client and user identification. Active alerts monitor the database and report to the school technical support partner. <p>Regular monitoring takes place, by observation from school staff and electronically by technical support. Any cause for concern is communicated between the teams and appropriate action taken immediately.</p>		
Do children know who to talk to about their concerns?	Yes	Anti-bullying posters, Assemblies, PSHE
Are there opportunities for children to learn about radicalisation and extremism?	Yes	Assemblies, PSHE
Have any cases been reported?	No	
Are individual pupils risk assessed?	No	None needed as yet
What factors make the school community potentially vulnerable to being radicalised? (eg EDL local base, extreme religious views promoted locally,	None currently	

tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history		
The school is situated in a rural village, on the Leicestershire / Derbyshire border. We have a small roll of approximately 60 pupils.		
Risk evaluation	<p>Low</p> <p>Medium</p> <p>High</p>	<p>Way Forward</p> <p>Continue to monitor and review</p>

APPENDIX 6



St Hardulph's Primary School

Amber Alert Concern Record

This record to be completed for concerns of possible child protection significance

Date		Time	
Child's Name		Adult Present (name)	
Who else was present?			
What is the nature of the concern?			
How was this Information Obtained?			
Is this your fact, observation, allegation or opinion?			
Signed		Date	Time
Notes handed to DSP when (date and time)?		DSP Name	DSP Signature
For DSP Use Only	DSP Initial Actions		

*This record to be filed securely in the relevant Child Protection Folder – as soon as reasonably practical
Ensure that the Head teacher has seen this before filing*

APPENDIX 7

St Hardulph's Primary School



Red Alert Disclosure Record

This record to be completed for incidents involving disclosure of potential child protection significance

Date		Time	
Child's Name		Adult Witness (name)	
Who was present?			
Verbatim Notes of Disclosure (attach extra paper if necessary) – What was said in the child's words?			
How was this Information Obtained?			
What evidence of abuse is there?			
Signed		Date	Time
Notes handed to DSP when (date and time)?		DSP Name	DSP Signature
For DSP Use Only	DSP Initial Actions		

*This record to be filed securely in the relevant Child Protection Folder – as soon as reasonably practical
Ensure that the Head teacher has seen this before filing*

APPENDIX 8

Female Genital Mutilation

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

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