



St Luke's C.E. Primary School

Safeguarding Policy

Langport Avenue
Longsight
Manchester
M12 4NG

INTRODUCTION

This policy has been developed to ensure that all adults in St Luke's C.E. Primary School are working together to safeguard and promote the welfare of children and young people. This policy has been reviewed by the Governing Body at its meeting in January 2016.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.

The Headteacher/Manager or, in their absence, the authorised member of staff Jayne Stoba, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of St Luke's C.E. Primary School. This policy complements and supports other relevant school and Local Authority policies (Appendix A).

Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children', St Luke's C.E. Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

ETHOS

St Luke's C.E. Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to 'Every Child Matters' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff (Appendix C).

The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Manchester Common Assessment Framework is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

St Luke's C.E. Primary School will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

LISTENING TO PUPILS

The school recognises the importance of listening to pupils at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times particular pupils may feel stressed and confused. The Headteacher will identify quiet areas and provide the opportunity for these pupils to take respite from the normal day activities such as breaks or lunchtimes when necessary.

All staff shall be made aware that pupils who are not known to be the subjects of concern may however be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with pupils at all times. When talking with the child staff will not use direct probing questions.

The school recognises that pupils who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such pupils need firm boundaries, staff will take into account the pupil's distress when managing behaviour

THE CURRICULUM

All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

St Luke's C.E. Primary School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage.

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

All staff are aware of additional barriers which can exist when recognising abuse/neglect of children with SEND. Additional time is taken to support pupils with SEND when they are disclosing abuse/neglect.

EYFS SAFEGUARDING IN THE NURSERY

In the Nursery and Reception classes, we are committed to providing a safe and secure environment. We use the school policies and procedures for safeguarding and child protection. Please refer to whole school safeguarding policy. We are also fully compliant with:

The Statutory framework for the Early Years Foundation Stage – Section 3 The Safeguarding and Welfare Requirements

Please see link below for further information.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014__with_clarification_note.pdf

ATTENDANCE & EXCLUSIONS

In accordance with the St Luke's C.E. Primary School Attendance Policy, absences are rigorously pursued and recorded. The school/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

The Attendance Policy identifies how individual cases are managed and how we work proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of a Common Assessment Framework (CAF) or a Parenting Contract.

We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

The school will only place young people in alternative educational provision which has been quality assured by the Local Authority. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by St Luke's C.E. Primary School in accordance with the School Register Regulations (secondary schools only).

The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

KEEPING RECORDS

St Luke's C.E. Primary School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

ROLES AND RESPONSIBILITIES

The Headteacher/Manager of St Luke's C.E. Primary School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the Designated Member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training at induction which is regularly updated. On induction, all staff members are informed of the name and role of designated safeguarding lead.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.

- Ensure that there are opportunities for staff to contribute to the safeguarding policy during annual insets.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the school's web-site.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalization and extremism.

The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Member of staff.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training which is up-dated by refresher training every 3 years.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.

The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers and make sure that the Designated Person receives MCSB approved refresher training every three years.
- Ensure that the schools actions are in line with the MCSB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at mscb.org.uk)
- Support staff to make effective referrals to the Children and Families Service and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training.
- Manage and keep secure the school's safeguarding records.

- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DCSF concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.

SAFE RECRUITMENT AND SELECTION OF STAFF

The school's recruitment and selection policies and processes adhere to the DCSF guidance set out in "Safeguarding Children and Safer Recruitment in Education Settings" (January 2007).

The head teacher and governing body will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have updated CRBs (will not apply for all schools and settings).

TRAINING IN SAFEGUARDING TRAINING

All new staff will be made aware of the school's Child Protection and Safeguarding Pupils Policies and procedures during their induction. The document will be available to staff in the Staff Handbook and electronically.

All staff working at the school will receive training adequate to familiarise themselves with safeguarding pupils issues, their responsibilities, school procedures and policies with refresher training every 3 years.

Staff involved in the recruitment and appointment of staff will have refresher training every 3 years.

Every interview panel will contain at least one person who has undertaken the Safer Recruitment training.

WORKING WITH OTHER AGENCIES

St Luke's C.E Primary School has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the District Team if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

CONFIDENTIALITY AND INFORMATION SHARING

Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

TRAINING FOR STAFF AND VOLUNTEERS

All staff should be made aware of the school's safeguarding systems as part of their induction.

All staff should receive appropriate child protection training which includes the following:

- Basic safeguarding information about the school's policies and procedures.
- Signs and symptoms of abuse (emotional and physical).
- Indicators of vulnerability to radicalisation.
- How to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

In accordance with "Keeping Children Safe in Education – April 2014" all staff will receive training at induction. The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism through the Wrap 3 programme (not all examples will be relevant to all schools or settings).

RECORDING AND REPORTING CONCERNS

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system

INFORMING PARENTS/CARERS

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made to the Children and Families Service or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Headteacher will seek advice from the Children and Families Service's Initial Assessment Team.

DOMESTIC ABUSE

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

FORCED MARRIAGE

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) is an illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.

PREVENTING RADICALISATION and VIOLENT EXTREMISM

St Luke's C.E. Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. St Luke's C.E. Primary School seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

St Luke's C.E. Primary School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

E-SAFETY

St Luke's C.E. Primary School has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and St Luke's C.E. Primary School has a duty to provide children and young people with quality access as part of their learning experience.

It is the duty of St Luke's C.E. Primary School to ensure that every child and young person is in its care is safe and this applies equally to the 'virtual' or digital world.

St Luke's C.E. Primary School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

Please see information relating to sexting, cyber bullying and peer on peer abuse on our Safeguarding page which provides a link to parents and young people with regards to internet safety.

These are the links on the safeguarding page for you to access further information.

[Sexting and how to keep your child safe online](#)

[Information for young people who are worried about being involved in sexting](#)

[Sexting and the law](#)

CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well being as well as relevant family related issues. This information will be shared with the parents/carers.

MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

The school follows the procedures recommended by the MSCB when dealing with allegations made against staff and volunteers.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

SERIOUS CASE REVIEWS

The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.

Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

Improve inter-agency working to better safeguard and promote the welfare of children and young people.

If required St Luke's C.E. Primary School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

VISITORS

All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times.

All visitors are made aware of the designated safeguarding lead on entry to school. They are given a visitor and volunteer agreement which they are asked to sign which provides all the relevant safeguarding information. (See APPENDIX D)

BOOKINGS

St Luke's C.E. Primary School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalize pupils or staff.

Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at www.manchesterscb.org.uk

Document Control	
Title	Safeguarding Policy
Date	January 2018
Review	Annually

School Policies:

- Health and Safety,
- Physical Interventions/Restraint,
- Work Experience and Extended work placements,
- Sex and Relationships Education,
- Equal Opportunities,
- ICT and Access to the Internet,
- Extended Schools Activities,
- Behaviour Management including fixed and short term exclusions,
- Trips and Visits,
- Special Educational Needs,
- Toileting and Intimate Care,
- Disability Discrimination,
- Looked After Children,
- Anti-bullying.
- Department for Education *The Prevent Duty* Departmental advice for schools and childcare providers June2015
- HM Government *Prevent duty guidance*

MSCB Policies (on MSCB website @ www.msrb.org.uk):

- Managing Allegations and Concerns Against Staff and Volunteers,
- Forced Marriage,
- Domestic Abuse,
- Missing from Home and Care,
- Private Fostering,
- Child Sexual Exploitation,
- Guns and Gangs,
- E-Safety Policy.
- Safe Staffing and Recruitment.
- Channel – advice and information.

The following definitions are from Working Together to Safeguard Children (2006)**Significant Harm**

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces an illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The school is a place where 'Every Child Matters'.
- Tolerance, understanding and respect for others are core values of the school.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The CAF and the Continuum of Need and Responses are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- CAF targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- CRB checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in EOTAS is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience.
- Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.

- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.

Visitor and Volunteer Agreement

Visitors and volunteers at St Luke's CE Primary School bring with them a wealth of skills and experience that can enhance the learning opportunities of our students.

Aims and Values

All adults who work in our School, whether a paid member of staff or volunteer, are expected to work and behave in such a way as to actively support our aims and values as listed below:

- We aim to safeguard and promote the welfare of all students in our care by providing an environment in which they are safe and secure and can be supported in their physical and emotional needs.
- We aim to provide a happy and healthy School/Academy environment where students and adults respect each other and take responsibility for their own actions.
- We support a policy of inclusion, where there are equal opportunities for all.
- We will provide a curriculum that is broad and balanced, that will help students prepare for the opportunities and responsibilities that are needed for now and later in life.
- We expect everyone to achieve outstanding standards of work and behaviour both inside and outside the School /Academy.
- We will encourage the students to develop spiritually, morally, culturally, mentally and physically.
- We strongly believe that communication is crucial between all staff, parents and children and we will foster an ethos of openness whilst maintaining appropriate confidentiality.

Confidentiality

Volunteers in our School/Academy are bound by a code of confidentiality. Any concerns that visitors and volunteers may have about the students they come into contact with should only be discussed with other members of staff. Visitors and volunteers concerned about what another adult in the School/Academy says or does, should raise the matter directly with a senior member of staff.

Supervision

All visitors and volunteers are under the supervision of a member of staff who retains responsibility for the students at all times. Visitors and volunteers should have clear guidance from that member of staff as to how an activity involving students may be carried out and what the expected outcomes of any activity are. Visitors and volunteers are encouraged to speak to a member of staff if they have a query about any aspect of a student's understanding or behaviour.

Health & Safety

The School/Academy has a Health and Safety Policy available on request from reception or on our School/Academy website. Staff ensure that visitors and volunteers are made aware of any emergency procedures (e.g. what to do in the case of a fire alarm) and about any safety issues associated with a particular task (e.g. during a practical task). Visitors and volunteers are asked to exercise due care and attention and report any obvious hazards or concerns to the relevant member of staff.

Safeguarding Children

The welfare of our students is paramount. To ensure the safety of our students we adopt the following procedures:

- I. All visitors and volunteers are given a copy of this agreement to sign.
- II. Visitors and volunteers must wear an identification badge whilst on the premises.

- III. The School/Academy reserves the right to ask for a character reference if necessary.
- IV. Anyone visiting or volunteering on a regular basis and who has substantial access to students **must** have a full, up to date Enhanced DBS check.
- V. All staff, visitors and volunteers are expected to adhere to the guidelines for working with children set out in the Safeguarding Children Board’s document “Guidance for Safe Working Practice for adults who work with children and young people”; a copy of which is available at reception if required.
- VI. The Safeguarding Officer is Jayne Stoba (Deputy Head) or in her absence Saeeda Ishaq (Headteacher) any concerns regarding Safeguarding must be taken directly to the relevant staff.

Complaints Procedure

Any complaints about a visitor or volunteer will be referred to the Headteacher/Principal or deputy head teacher/Principle. Any complaints made by a visitor or volunteer will also be referred to the Headteacher/Principal or deputy head teacher/Principal.

The Headteacher/Principal reserves the right to take the following actions:

- I. To speak with the individual about a breach of our agreement and seek reassurance this will not happen again
- II. Offer an alternative placement in another area of the School/Academy.
- III. Inform the visitor or volunteer that the School/Academy no longer supports their attendance at the establishment.

Thank you for visiting or offering your services as a volunteer at St Luke’s CE Primary School, we hope that you will gain much from your experience here.

Please read and sign this Agreement and hand it in to the reception.

- **I have received and read the Visitors and Volunteer Agreement**
- **I agree to support the School Aims and Values**
- **I agree to treat information I learn from being in the School as confidential**

Signed.....

Name.....

Date.....

For Office Use:

DBS Check – to be completed if the visitor/volunteer is to engage with students unsupervised

DBS disclosure number: _____ Date issued: _____

The member of staff named below has checked the DBS certificate of the visitor/volunteer named above on behalf of St Luke’s CE Primary School and confirms that this person’s certificate does not disclose any convictions which would render them unsuitable to work with children.

Staff name: _____ Date seen: _____ DBS _____

Guidance for staff checking DBS information:

- The certificate should have been issued within the last 3 years
- The form should say “None Recorded” all the way down for it to be a Clear check
- If in doubt ask for guidance from the Headteacher/Principal or Safeguarding Officer before allowing the visitor/volunteer to work with students unsupervised
- If the visitor/volunteer is happy for you to photocopy the disclosure number and date of certificate, please attach it to this form
- If DBS clearance has been confirmed by the visitor/volunteer’s line manager please attach the confirmation letter to this form.