

ST GILBERT'S CHURCH OF ENGLAND PRIMARY SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

St Gilberts CE Primary recognises its responsibilities for safeguarding children and protecting them from harm.

This Safeguarding Policy will be reviewed by the Standards Committee of the Board of Governors.

Date of last review: September 2016

Date of next review: September 2018 or as required

Designated Safeguarding Lead: Miss F Dicker

Deputy Designated Safeguarding Lead: Mrs K Standen

Governor Link – Mrs S Richey

Important Telephone Numbers	Safeguarding of children concerns (Children living in Lincs)	01522 782111
	Out of hours Safeguarding of children concerns (Children living in Lincs) (6pm – 8am + weekends and Bank Holidays)	01522 782333
	Safeguarding Children Officers (Education Settings)	(01522) 554695 safeguardingschools@lincolnshire.gov.uk 'Safeguarding in schools' tab
	Allegations against/concerns about adult(s) working with children	01522 544674 Local Authority Designated Officer (LADO)
	NSPCC whistle-blowing helpline number	0800 028 0285;

CONTENTS

1	Introduction	3
1.1	School Commitment	3
1.2	Duties	4
2	School Responsibilities	5
2.1	Role and Responsibilities of Senior and Deputy Designated persons	6
2.1.1	Referrals	6
2.1.2	Raising Awareness	6
2.1.3	Training	7
3	Role and Responsibilities of Headteacher	8
4	Role and Responsibilities of Board of Governors	8
5	Identifying Concerns	9
6	Confidentiality	9
7	Records and Monitoring	10
8	Supporting Children	10
9	Recruitment	11
10	Volunteers	11
11	Safe Staff	11
12	Conduct of Staff	12
13	Supporting Staff	12
14	Photographing Children	13
15	Before and After School Activities and Contracted Services	13
16	Links to other School Policies	13
17	Specific Safeguarding Issues	14
18	Link to Other School Policies	15

1 Introduction

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's and learners' health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes (from Working together to Safeguard Children March 2015 and Keeping children safe in Education September 2016)

At St Gilbert's Primary we recognise the responsibility we have under Section 175 (LA Schools)/157 (academies and Independent Schools) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of all children.

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of safeguarding children and child protection
- Equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with their child protection plan;
- Establishing a safe environment in which children can learn and develop.

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school. All staff need to raise concerns through one of the Designated Safeguarding Leads in school completing the pink form as required.

1.1 School Commitment

The school is committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them, in partnership with other agencies. We recognise it is the responsibility of all staff to actively safeguard pupils.

This policy reflects the policies of the Lincolnshire Safeguarding Children Board (LSCB) who are responsible for developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to—

- (i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
- (ii) training of persons who work with children or in services affecting the safety and welfare of children;
- (iii) recruitment and supervision of persons who work with children;
- (iv) investigation of allegations concerning persons who work with children;
- (v) safety and welfare of children who are privately fostered;
- (vi) co-operation with neighbouring children's services authorities and their Board partners

The school will also contribute through the curriculum by developing children's understanding and awareness and promoting their resilience by providing a safe environment within schools.

To create this safe environment the school has certain statutory duties and responsibilities set out within:

The Education Act, 2002, HM Guidance;

Children Act 2004

Children Act 1989

Safeguarding Children and Safer Recruitment in Education, 2006;

Working Together to Safeguard Children, March 2015

Keeping Children Safe in Education (2016)

These duties are listed below:

1.2 Duties

To provide a safe environment the Board of Governors, Headteacher and the Senior Leadership Team of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Leads and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues;
- Ensure that every member of staff knows the name of the Designated Safeguarding Lead (DSL) and the Deputy DSL;
- Cultivate an ethos within the school community where all adults feel confident, competent, comfortable and supported to draw safeguarding issues to the attention of the Headteacher, the Designated Safeguarding Leads or the Designated Safeguarding Governor and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies;

- Ensure all adults working with children are aware of the role of the Lincolnshire Safeguarding Children Board (LSCB);
- Include opportunities in the Personal, Social and Health Education (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse;
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice;
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers
- Put in place and promote robust anti-bullying strategies, including cyber bullying, racist and homophobic, gender based violence and sexting abuse; - Please refer to our e-safety and anti-bullying policies for further information as well as Annex C 'Keeping Children Safe in Education 2016'
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their resettlement back into the community;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence/knife crime in the community.
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- To safeguard all our pupils against radicalisation and extremism Our 'Tackling Extremism and Radicalisation' Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. Please refer to our Extremism and Radicalisation policy to understand the schools position on safeguarding all our pupils.
- There is always a Designated Safeguarding Lead (DSL)/Deputy DSL available who has the necessary seniority and skills, undertakes appropriate safeguarding training and is given the time to carry out the role.
- Ensure that, where there are unmet needs, an Early Help discussion is initiated (Early Help as defined in "Working Together to Safeguard Children 2015) which will be led by the Deputy Headteacher who is also the Deputy Safeguarding Officer.
- Complete reports and send representatives to case conferences and Child Protection review meetings

- Follow Lincolnshire's policy and statutory guidance on Children Missing Education.

2 Responsibilities

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard children inside and outside the school environment including school trips, extended schools, activities and vocational placements;
- Involving parents and providing advice/guidance regarding safeguarding;
- Maintaining a child focus and listening to children;
- Recognising signs of concern, especially with children who may be more vulnerable e.g. SEND pupils and looked after children;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Designated Safeguarding Leads are in school.
- Providing PSHE including raising awareness with children in what are and are not acceptable behaviours.

PSHE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online;
- Recognising and managing risks in different situations, including on the internet;
- Judging what kind of physical contact is acceptable and unacceptable;
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being
- Developing effective ways of resisting pressure;
- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur;
- Emphasising their personal safety and highlighting the risks of running away.
- All staff, existing and newly appointed, will be required to read at least part one of Keeping Children Safe in Education, a copy of which will be supplied to staff.

2.1 The roles and responsibilities of the Designated Safeguarding Leads

Members of the School's Leadership Team have been assigned to the roles of Designated Safeguarding Leads for safeguarding children. They have received appropriate training and support for the roles.

The Designated Safeguarding Leads will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail dealing with referrals, attending Case Conferences and supporting the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. The Designated Lead will ensure a structured procedure within the school, which will be followed in cases of suspected abuse.

The Designated Leads are responsible for the following:

2.1.1 Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies; Concerns about a child not involving allegations of abuse by a member of staff should be referred to the Children's Services – see page 1 for contact details.
- Liaise with staff on matters of safety and safeguarding.
- Acting as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies;
- Liaising with the Headteacher (where the Senior Designated Lead role is not carried out by the Headteacher) to inform her of any issues especially on-going enquiries under Section 47 of the Children Act 1989 and on-going police investigations. The Senior Designated Lead will ensure there is always cover for this role
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and supports multi agency plans for those children.
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

2.1.2 Raising Awareness

- Working with the Board of Governors to ensure that the School's Safeguarding Policy is updated and reviewed at least annually and the procedures and implementation are updated and reviewed regularly;
- Ensure the school child protection policies are known, understood and used appropriately;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensuring that when children leave the school, their Child Protection File is discussed as soon as possible with the Senior Designated Lead at the new school;
- Making sure that the Child Protection File is transferred separately from the main pupil file; It should be posted recorded delivery to the Senior Designated Lead at the new school;
- Where the new school is not known, alerting the Education Welfare Officer at Lincolnshire County Council
- Cascading safeguarding advice and guidance issued by the Lincolnshire Safeguarding Children's Board (LSCB).

2.1.3 Training

- The Senior Designated Lead and the Deputy Designated Lead will attend an initial two-day Child Protection training and a refresher at least every two years in line with the 5 year Training Pathway. Annual training updates will also be completed.

They will:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs, Looked After Children and young carers;
- Along with the SENDCo, be alert to any safeguarding concerns relating to children with Special Educational Needs which include
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
 - communication barriers and difficulties in overcoming these barriers.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

The Senior and Deputy Designated Leads will ensure staff receive appropriate safeguarding training, if necessary from an external provider.

All staff will be expected to undergo induction training on safeguarding and further safeguarding training at least annually, to enable them to fulfil their safeguarding responsibilities effectively. They will also receive regular updates to provide them with the relevant skills and knowledge to safeguard children effectively.

All new staff, especially new or part-time staff who may work with different educational settings, will complete safeguarding training on-line prior to starting work.

Volunteers will receive safeguarding documentation and made aware of their responsibilities.

This induction training will ensure that staff

- have an overview of the organisation
- understand its purpose, values, services and structure

- are able to identify and respond to concerns over:
 - significant changes in children's behaviour;
 - deterioration in children's general well-being, including signs of obesity/malnutrition;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home, including domestic abuse and substance abuse (including by the parent);
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities;
 - inappropriate sharing of images, sexting or online grooming;
 - peer-to-peer abuse or self harm;
 - forced marriage or female genital mutilation;
 - extremism and radicalisation;
 - bullying (including homophobic, racist, gender and disability);
 - child sexual exploitation;
 - looked after children;
 - children missing in education
- know that they must report any concerns immediately they arise
- understand confidentiality issues
- know they must report any concerns about a member of staff's conduct towards a child to the Headteacher.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, the school will ensure that contact arrangements are in place should they in exceptional circumstances not be on site.

The school will also ensure arrangements for adequate and appropriate cover arrangements for any out of hours/out of term activities.

3 Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Board of Governors are fully implemented, and followed by all staff so that everyone knows what to do if concerned about a child;
- Sufficient resources and time are allocated to enable the Senior and Deputy Designated 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;
- 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 in accordance with our agreed whistle-blowing policy;

- They personally and other senior leaders undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.
- Allegations against a member of staff are investigated and referred to the LA Designated Officer (LADO) if appropriate.

4 Roles and Responsibilities of the Board of Governors

The Board of Governors is collectively responsible for the school's safeguarding arrangements. All Governors will undertake safeguarding training.

NOTE: the 5 Year Training Pathways states that all staff should undertake annual safeguarding training with a refresher course every 3 years.

Allegations of abuse made against the Headteacher are reported to the Chair or Vice Chair of Governors, and referred to the LA Designated Officer (LADO).

The Board of Governors will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient Governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- Steps are taken to remedy any deficiencies or weaknesses with regard to safeguarding arrangements;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff and any subsequent staff disciplinary hearings;
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Deputy Headteacher, who will provide information and reports to the Board of Governors. The Designated Safeguarding Governor is able to confide in and be supported by the Chair of Governors or Safeguarding Governor;
- The Headteacher, and all staff who work with children, will undertake a one day Safeguarding training course as a minimum and a one day refresher course every three years;
- The Senior (when not the Headteacher) and Deputy Designated Leads are fully trained and attend a one day refresher course at least every two years;
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities and have an appropriate DBS check;
- All new Governors will have an Enhanced DBS and Barring list check;
- An annual review of safeguarding policy and procedures is carried out
- An annual safeguarding audit is carried out in consultation with the Board of Governors.

5 Identifying Concerns

All members of staff, volunteers and Governors must know how to identify and respond to safeguarding or child protection concerns whether they are the result of a direct disclosure or not.

If a staff member has any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead or deputy DSL to agree a course of

action, although any staff member can make a referral to children's social care. In the event of concerns about the Headteacher, concerns must be reported to the Chair of Governors. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and/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 doesn't appear to be improving.

Staff must also be alert to Honour Based Violence – HBV which includes Female Genital Mutilation and Forced Marriage. Both are abuse and must be reported to the DSO and escalated. *See 'Keeping children safe in education 2016 'Annex A'*

If a member of staff discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, they must **personally report it to the police**. They must also inform the DSO.

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone member of staff is able to make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

Where a child discloses abuse, they must be familiar with procedures to be followed as below:

If a child chooses to tell someone in school about alleged abuse, that person will support the child as follows:

- Establish the key facts in language that the child understands, using the child's words;
- Clarify that no promises will be made to the child e.g. to keep secrets and inform the child that this information will now have to be passed on;
- Stay calm and be available to listen with the utmost care to what the child is saying;
- Question normally, without pressurising, using only open questions. **Leading questions should be avoided. Particularly if it is believed a crime may have been committed any questioning should be limited to establishing whether immediate protection is required and the next course of action to be taken.**
- Use TED as staff talk with children – Tell, Explain, Describe
- Avoid putting words into the child's mouth but note the main points carefully;
- Re-assure the child that they were right to inform you;

- Write a full record – signed, dated, timed - of what the child did, said etc.;
- Immediately inform the Senior or Deputy Designated Lead unless the disclosure has been made to them, following agreed procedures and referrals as appropriate.

6 Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a pupil, must never guarantee confidentiality to that pupil.

Where there is a Child Protection concern it will be passed immediately to the Senior Designated Person who will contact the Children's Services - see page 1 for contact details

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child and would place them at further risk or where it is believed a crime may have been committed

The Headteacher or Senior or Deputy Designated Lead will disclose personal information about a pupil, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

As part of meeting a child's needs we will recognise the importance of information sharing between professionals and local agencies. *Further details on information sharing can be found in Chapter one of Working together to safeguard children and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.*

62. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

63. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

Guidance on information sharing

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/information_sharing_advice_safeguarding_practitioners.pdf

7 Records and Monitoring

Any concerns about a child will be recorded in writing using our Pink Form stored in the Staffroom within 24 hours but preferably on the same day. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.

Hard copies of records or reports relating to Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. We may hold some electronic records, for example, a record of concern log or the multi-agency referral form or a central list of those pupils who have a child protection plan in place. Authorisation to access these electronic records will be controlled by the Senior Designated Lead.

The school will keep written records of concerns about children, even where there is no need to refer the matter immediately. A teacher may begin to keep a log of early worries but this must be kept secure at all times.

Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect.

Timely and accurate recording will take place when there are any issues regarding a child. A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded in chronological order and kept within the confidential file for that child. Support and advice will be sought from Children's services or the LADO, whenever necessary.

Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure.

8 Supporting children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- Implementation of the school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil, such as Children's Services, Educational Welfare Service and Education Psychology Service;

- Ensuring that, where a pupil subject to a Child Protection Plan (CPP) is excluded or there is an unexplained absence of more than 2 days or 1 day following a weekend, the allocated social worker is informed. Also ensuring that if a pupil subject to a CPP leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Where a pupil is educated, either fully or partially, in another establishment, we ensure that it is compliant with safeguarding legislation and has appropriate policies in place. As the pupil's home school, we will take responsibility for leading on child protection issues, even if initially disclosed elsewhere (unless it is not in the pupil's best interests).

Roles and responsibilities of Virtual School Heads

The Looked After Children Education Service (LACES) comprises teams of various professionals who work in partnership to ensure that Looked After Children (LAC) are fully safeguarded and can fulfil their educational potential.

Virtual school heads (VSHs) are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

VSHs are responsible for managing pupil premium funding for the children they look after and for allocating it to schools and alternative provision (AP) settings (these are places that provide education for children who can't go to a mainstream school).

VSHs are also responsible for managing the EYPP (Early years Pupil Premium).

9 Recruitment

In order to ensure that children are protected whilst at this school, we will ensure that staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in Keeping Children Safe in Education (2016) Annex F and Working together to safeguard Children (2015). At least one person in school has completed the LSCB face-to-face Safer Recruitment within the last 5 years.

10 Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period unsupervised then they will have an enhanced DBS check and a barred list check checked to ensure their suitability to work with children.

11 Safe Staff

Checks will be undertaken corresponding to the Keeping Children Safe in Education (2016) on all adults working in the school to establish their suitability to work with children. *The following checks will be made:*

- *Verification of Identity*
- *Enhanced DBS check with barred list check*
- *Obtain a separate barred check list if an individual will start work in regulated activity before the DBS certificate arrives*
- *Prohibition Check on the National College of Teaching and Leadership online service to check QTS and induction status. To also check that the teacher is not subject to an interim prohibition order or suspension or conditional order imposed by the GTCE (prior to its abolition).*
- *Section 128 check to be completed on persons taking on a managerial position in the school*
- *Verify mental and physical fitness*
- *Right to work in the UK*
- *Verify professional qualifications*
- *Satisfactory References*
- *Further checks if the candidate has lived or worked outside the UK*

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Headteacher and they will then consult with the LA Designated Officer.

Allegations against the Headteacher are reported to the Chair or Vice Chair of Governors and referred to the LA Designated Officer (LADO) - see page 1 for contact details.

12 Conduct of Staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- Working alone with a child;
- Physical interventions;
- Cultural and gender stereotyping;
- Dealing with sensitive information;
- Giving to, and receiving gifts from, children and parents;
- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
- Disclosing personal details inappropriately;
- Meeting pupils outside school hours or school duties;
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Local Safeguarding Children Boards (LSCB) procedures, this will be viewed as misconduct, and appropriate action will be taken

All members of staff need to sign the Code of Conduct when they start employment at St Gilbert's CE Primary School

13 Supporting staff

We recognise that staff working in the school that have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through anxieties with the Senior or Deputy Designated Leads and to seek further support, if necessary.

The Senior and Deputy Designated Leads and the Headteacher can seek personal support through ARC *counselling services-see page 1 for contact details*, or other appropriate counselling services.

Staff will have access to Keeping Children Safe in Education 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418687/Keeping_children_safe_in_education_part_1_only.pdf

and

What to do if you're worried a child is being abused March 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

This provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

14 Photographing Children

Staff and Volunteers

Staff and volunteers must make sure they have checked the list of pupils who have opted out of giving consent to having their photograph taken. Appropriate photographs can be taken of pupils and need to be stored on the school network. They must not be held on mobile devices or cameras that do not belong to the school.

The Guidance for Safer working Practices for Adults who work with Children and Young People provides detailed guidance on the taking of photographs and storage of images.

<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>

Parents or Members of the Public

We understand that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow other people including staff to photograph or film pupils during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

We will not allow images of pupils to be used on school websites, publicity, or press releases, including social networking sites, if parents have indicated this on the annual data checking sheet and we will not identify individual children by name.

The school cannot however be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

15 Before and After School Activities and Contracted Services

Where the Board of Governors transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

16 Concerns 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's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the senior leadership team. Where a member of staff 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. (Keeping Children Safe in Education 2016 Part 1 page 9)

17 Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools can be found on NSPCC website.

Keeping Children Safe In Education 2016 – part 1 – Pages 12 and 13 for website links

- child sexual exploitation (CSE)
- bullying including cyber bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- honour-based violence which includes - female genital mutilation (FGM) and forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- peer-to-peer abuse
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

18 Links to other School policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school.

Links to relevant policies.

<ul style="list-style-type: none">• Allegations of abuse against staff• Confidentiality• DBS Disclosure Checks• Safer Recruitment• Complaints• Attendance• Administration of Medicines• Drugs Education• SRE• E-safety• Risk assessment• SCR• SEND• Intimate Care• Meeting the needs of pupils with medical conditions	<ul style="list-style-type: none">• Behaviour• Code of conduct• Whistleblowing• Anti-Bullying• Health and Safety• Curriculum• PSHE• Teaching and Learning Policy• Physical intervention• Recruitment and selection• First Aid• Equalities Policy• Educational Visits• Record of racial Incidents• Visitors• Bullying, including cyber-bullying
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