



Christchurch Infant School

Child Protection and Safeguarding Policy

Agreed by the Governing Body	November 2021
Next review:	November 2022

This policy has been reviewed in line with the principles set out in the Single Equality Policy.

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Jo Simpson	01202485851
Deputy DSL Safeguarding Team	Duncan Baxter Doreen Darch Suzanne Goldsack	01202485851
Designated Teacher (DT) for Looked After and Previously Looked After Children	Doreen Darch	
Local authority designated officer (LADO)	Laura Baldwin or John McLaughlin	01202 456744 lado@bcpcouncil.gov.uk
Chair of governors	Chris Green	
Governor responsible for Safeguarding	Rachel Young	

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

- Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- Governors will ensure that the school carries out its statutory duties to report suspected child abuse or neglect to the Local Authority Children's Services (Social Care, usually via the Multi Agency Safeguarding Hub - CHILDREN'S FIRST RESPONSE) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect.
- Pupils are protected and supported and the school contributes to a coordinated offer of early help.
- Governors and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language

- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems, which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the mental health, emotional health and positive behavior policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

Section 7 and Appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Jo Simpson. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Staff can also contact them with concerns outside of school hours.

When the DSL is absent, the deputies – Duncan Baxter, Doreen Darch and Suzanne Goldsack – will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children

- Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Deputies informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

5.3 The governing board

The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a link governor – Mrs Rachel Young - to monitor the effectiveness of this policy in conjunction with the full governing board.

The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read the current Keeping Children Safe in Education.

Section 25 has information on how governors are supported to fulfil their role.

5.4 The Headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy or the guidelines, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL and deputies have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
 - Ensuring the relevant staffing ratios are met, where applicable

6. Confidentiality

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children’s welfare, including their educational outcomes. Schools have clear powers to share, hold and

use information for these purposes. The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy) and log it on MyConcern.
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, any references to the DSL mean “the DSL (or deputy DSL)”.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required and to those in need of early help services).

7.2 Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help support is kept under constant review and consideration given to a referral to the Multi Agency Safeguarding Hub (CHILDREN'S FIRST RESPONSE) if the child's situation does not appear to be improving (KCSIE 61).

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help and:

- Undertake an assessment of the need for early help
- Provide early help services e.g. School Nurse, Pastoral Worker, SENCO, Family Outreach Worker (FOW), Parents Support Workers (PSW), Parenting Courses, Education Social Worker (ESW) Funtastic Club
- Refer to appropriate services e.g. CAMHS,

The school ensures that pupils have a choice of staff who will listen to their concerns either about themselves or about one of their peers.

Emotional health is very important and school provides:

- Support from our Pastoral Leader, Mrs Goldsack
- Support from our Attachment Lead, Mrs Simpson
- Services they can refer or sign post to

- Additional outside support services for pupils and their parents including on line support such as Childline.

This is particularly relevant if the need is not thought to meet the threshold for CAMHS intervention. The SENCO, Pastoral Worker or DSL can discuss individual cases to gain information and advice with the CAMHS link worker. Training, supervision and support is available to staff to assist them with children's emotional issues and specialist roles in the school staff.

Contextual Safeguarding issues i.e. children vulnerable to abuse or exploitation outside of their families is an issue school takes account of and outside advice and support is sought to protect children accordingly.

7.3 Responding to Disclosures – guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

- **Be honest.**
 - Do not make promises that you cannot keep.
 - Explain that you are likely to have to tell other people in order to stop what is happening.
- **Create a safe environment.**
 - Stay calm.
 - Reassure the child and stress that he/she is not to blame.
 - Tell the child that you know how difficult it must have been to confide in you.
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.
- **Record by the appropriate means exactly what the child has said to you and include;**
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - Sign and date the record and provide a copy for Social Care and your records.
- **Be clear about what the child says and what you say.**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**
 - Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
 - Immediately consult your Designated Safeguarding Lead or a Deputy DSL so that any appropriate action can be taken to protect the pupil if necessary.
 - The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by the MASH whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
 - Although referrals to CHILDREN'S FIRST RESPONSE would normally be made by the DSL, or in their absence a deputy DSL, or other member of the SLT, but in exceptional circumstances any other individual with concerns can take advice from the local children's Social Care (CHILDREN'S FIRST RESPONSE) and any action taken should be shared with the DSL (or Deputy) as soon as is practically possible.

Children's First Response/Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

Responding to signs of abuse or neglect

- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection.
- They should be vigilant, protective and discuss any concerns with the DSL or deputy who will refer to Social Care or other agencies where appropriate
- The DSL and Deputies use the Continuum of Need August 2019 when making decisions about appropriate support or referral for a child.
- All concerns are recorded on MyConcern, in line with Safeguarding Children Partnership guidance
- Staff need to have an attitude of 'it could happen here' and could be physical and/or mental, where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- Fear about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children (KCSIE 78)

Following up referrals

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended
- If after a referral the child's situation does not appear to be improving, the DSL should consider following local escalation procedures (KCSIE 47)
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level
- Where there is a difference of opinion with another agency and this cannot be resolved the Escalation policy should be used. https://pandorsetscb.proceduresonline.com/p_escalation.html

Social Care referrals:

MASH/CHILDREN'S FIRST RESPONSE – 01202 123334

childrensfirstresponse@bcpcouncil.gov.uk

The Dorset Police MASH

mash@dorset.pnn.police.uk or **Call 101**

8. Partnership with parents/carers and the community

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to promote the welfare and protect the safety of children.

School staff will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with the school. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

Information about safeguarding is readily available and visible in the school e.g. posters, names of DSLs and other relevant staff e.g. Online Safety Champion, Pastoral Worker and the school web site safeguarding page. The school has links with its local community which will promote the welfare and safeguarding of the pupils e.g. with respect to religious, cultural or other local issues.

The school will provide and/or access early help services and can refer or sign post to services with consent.

If you have any reason to make a complaint about the school, the procedures will be found on the school website.

9. Domestic Abuse

This school has joined Operation Encompass and receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident involving a police call out in a household where a pupil lives. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Children's Social Care or the police. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi agency risk assessment conference (MARAC) occurs, the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

The school website/information boards will provide contacts to local domestic abuse services e.g. [National DV Helpline](#) 0808 2000247, [Bournemouth DA Service](#).

10. Pupils with Child Protection or Child in Need Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or Deputy will attend and provide reports for strategy discussions, CP conferences, core group meetings, Child in Need meetings and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic abuse may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

11. Children with Special Educational Needs or Disabilities

Governors recognise that children with special educational needs or disabilities can face additional safeguarding challenges and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. They may be increasingly vulnerable to being bullied, at higher risk of criminal (including sexual) exploitation, on line grooming and radicalisation. Staff work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND children e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, communication difficulties, not necessarily showing outwardly the signs of the impact of others behaviour towards them such as bullying. Staff are made aware of these issues.

Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs

12. Children with Mental Health/Emotional Health Needs

Christchurch Infant School will access a range of advice to identify and support children in need of additional mental health support. Pupils identified with mental health/emotional issues or those with parents/siblings identified with mental health issues will be offered additional support. Pupils will have a choice of staff who will listen to their concerns about themselves or other pupils and appropriate early help services are available within school/college.

There is a well-being working party made up of the Pastoral Support Worker and Mental Health Lead, the Deputy Headteacher and Attachment Lead and the PSHE Lead. Referrals will be made to CAMHS or other appropriate services in conjunction with parents. The DSL or other appropriate member of staff may seek advice from the CAMHS Link Worker or consultation service.

There will be a strategy for providing ongoing education for children subject to S26 Mental Health (Children & Families) Act 2014.

The school is working in line with [mental health and behaviour in schools guidance](#)

The school will support pupils with strategies to develop their own emotional well being i.e. through PSHE and pastoral provision. Additional support will be available at times of need and children can self-refer at any time.

The Department has published advice and guidance on [Preventing and Tackling Bullying, Mental Health and Behavior in Schools](#). The [Mental Health and Behavior in Schools guidance](#) sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.'

13. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

14. Children who are looked after, those previously looked after and care leavers

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children’s social workers and relevant virtual school heads

We have appointed a designated teacher, Doreen Darch, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

14. Substance Abuse

As a school, we provide drug education as part of our PSHE curriculum. If needed, school work with the appropriate agencies and services will be accessed. We work in partnership with the child and parents/carers.

15. FGM

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children’s social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

16. Extremism – The Prevent Agenda

See also [Prevent Duty Guidance for England and Wales Para 57 – 76](#)

The school has responsibilities in relation to the Counter Terrorism and Security Act 2015. This duty is known as the Prevent duty. The Prevent lead is the Headteacher / DSL.

As a school we:

- Assess risk of pupils being radicalised and drawn into terrorism
- Know what to do to support those assessed as being at risk e.g. referral to the MASH or for immediate response call the Anti Terror hotline on 0800 789321. A Channel programme (for older children) may be appropriate
- Where the school has any concerns about pupils travelling to a conflict zone, advice may be sought from the Home Office and a referral to the Children's First Response if still concerned.
- Work in partnership with other agencies
- Ensure that staff training raises awareness and keeps them up to date with local risks
- Ensure that children are safe from terrorist and extremist material when accessing the internet in schools through online policies and suitable filtering
- Promote British values in the curriculum and on the web site to help minimise engagement in extremist activity
- Publicise the Educate against hate website to staff and parents (via the school web site) <http://educateagainsthate.com/>

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

17. Trafficking and Modern Day Slavery

Staff are made aware of this as an issue within safeguarding training and referrals will be made to the police or Children's First Response where there are safeguarding considerations for children.

18. Children at risk of Child Sexual Exploitation (CSE) and other Criminal Exploitation (CE)

School works together with other agencies to identify and reduce the risks of child sexual exploitation. As a school we refer to the Pan Dorset Safeguarding Children Partnership guidance and use the [Child Exploitation Toolkit](#).

Both staff and pupils receive education about CSE/CE and children are advised as to how to keep themselves safe at an age appropriate level. The school should also raise awareness with parents and provide advice themselves or 'sign post' parents to further advice.

(See Appendix 4)

The school work closely with the police and other agencies and take guidance to reduce risk of harm from other potential forms of criminal exploitation e.g. County Lines drug trade, trafficking, gangs, youth violence, weapons and serious violence.

19. Children and the court system

The pastoral care team are available to offer additional support at school to children involved in any form of court process. Documentation is held securely and dealt with in a confidential manner.

20. Homelessness

The school should be made aware of any housing issues which may be posing a risk to a child's welfare or emotional health. As part of the Early Help support we work with appropriate services and where a child is thought to be at risk of harm, a referral would be made to CHILDREN'S FIRST RESPONSE.

21. Children with family members in prison

'To help mitigate negative consequences for those children', with a family member(s) in prison, school are able to offer further support through the pastoral care pathway. We also seek assistance from other agencies who may also provide assistance. ([NICCO](#))

22. Peer on Peer Abuse

Staff should recognise that children are capable of abusing their peers, both inside and outside of school and on-line and there is a zero tolerance approach towards abuse. Procedures are in place to minimise the risk of peer on peer abuse. Any allegations will be recorded, investigated and dealt with, with support available for victims, perpetrators and other children affected.

Different forms of peer on peer abuse can take place. Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Allegations are reported immediately to a DSL, investigated, dealt with and victims supported by the Pastoral Care team. Just because it is not being reported this does not mean it is not happening and so staff should remain vigilant at playtimes and regularly remind children of the rules and school values.

Concerns about child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children must maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future and should be reported to the DSL immediately and a referral made to the Children's First response/MASH, who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. The School will use the School Risk Assessment Management Plan (RAMP). The risk to other pupils and staff will be

assessed and the school will risk assess the level of support and school action needed to protect other pupils in the school.

All victims must be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Bullying, significant friendship issues and **prejudice** are addressed in the school Anti bullying policy. Serious bullying (including cyber bullying prejudice-based and discriminatory bullying), causing children frequently to feel frightened or in danger is a form of emotional abuse (KCSIE def part One). This could include bullying from siblings. The DSL will consider referral to Social Care where bullying is at this level.

Other forms of Peer on Peer abuse that need to be identified and dealt with:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

(Further information on peer on peer abuse KCSIE 21, pg. 14)

23. Pupil Participation in Safeguarding

It is important that all pupils in the school are aware of staff who they can talk to. The names of the DSL/safeguarding leads/pastoral care team and on the school website and at school entrances to ensure that staff are readily identifiable.

- Safeguarding and what constitutes a healthy relationship both online and offline are taught through the curriculum e.g. personal safety, the impact of risky behaviour as well as road, rail and water safety.
- The Safe Schools team are used to give advice and training e.g. online safety
- On line resources e.g. Childline, Kidscape, NSPCC are promoted to pupils and links are on the website.

24. Safer Recruitment (KCSIE Part 3)

- At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.
- Safer recruitment training has been undertaken by the Headteacher / Deputy Head and Assistant Headteacher and the School Business Manager.
- Volunteers and Governors all have a DBS check, references are taken and a discussion about safeguarding guidelines takes place before they work in the school. (See Appendix 2).

25. Staff training, development and induction

- All new staff, supply staff, volunteers and Governors/Trustees will receive Safeguarding induction to ensure understanding of the child protection/safeguarding policy and procedures.

- The DSL and deputies will attend Level 3 safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and local safeguarding policy and guidance.
- The whole school staff group will receive formal safeguarding training by a suitably qualified person at least every three years with regular and at least annual up-dates and notifications of any necessary changes, reminders being made available as required e.g. via email, e-bulletins, staff meetings.
- Staff receive updated online safety training and ensure children are taught about online safety. This is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- Opportunities to teach children about keeping themselves safe are part of our a broad and balanced curriculum (Jigsaw, Discovery RE and Assemblies) This may include covering relevant issues for schools through Health Education The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here: [Teaching about relationships sex and health](#).
- The school follows the Pan Dorset Safeguarding Children Partnership guidance in relation to safeguarding training (for more information and advice see the Safeguarding training recommendation guidance Sep 2019)
- Support and supervision sessions are provided for staff if requested.
- Staff are aware of the expectations of safer working practice and work within these guidelines. Relevant training is given and advice, guidance or sanctions applied where guidance is not followed.

26. Allegations against staff, supply staff or volunteers (KCSIE Part 4)

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the Local Authority Designated Officer (LADO):

Contact: Laura Baldwin or John McLaughlin

01202 456744 / lado@bcpcouncil.gov.uk

Any concern or allegation against a Headteacher will be reported to the Chair of Governors, who will then report this to the LADO.

The Keeping Children Safe in Education 2021 part 4, references allegations/concerns that meet/do not meet the harms threshold made against teachers, including supply teachers, other staff, volunteers and contractors. BCP LSCB procedures will be followed for both the investigation and support for the member of staff.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardies their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All staff should also be aware of the NSPCC whistle blowing helpline <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

27. Welcoming other Practitioners

Visitors with a practitioner role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation. Practitioners will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so. For agency, third-party staff and contractors, safer recruitment procedures and the guidance in KCSIE must be followed.

28. Off Site Visits

Off site visits are the subject of a risk assessment on Evolve or on paper. Safeguarding concerns or allegations will be responded to following the Pan Dorset Safeguarding Children Partnership procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to the CHILDREN'S FIRST RESPONSE, if appropriate. In emergency the staff member in charge will contact the police and/or the CHILDREN'S FIRST RESPONSE.

The child protection/safeguarding policy and procedures of an off site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

29. Use of School for non-school activities and Alternative Provision

Where governing bodies or proprietors hire or rent out school facilities/premises to organisations, or individuals, (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe (KCSIE 155).

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

If alternative provision is made for any pupils, it is the school's continued responsibility for safeguarding and we ensure that appropriate safeguarding procedures are in place in any provision used .

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- [Alternative provision - DfE Statutory Guidance](#); and
- [Education for children with health needs who cannot attend school - DfE Statutory Guidance](#)

30. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent for photographs to be taken or published
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

At school events, where parents/ carers are taking photographs of children, everyone is reminded that these are to be for personal use only and are not to be shared on social media.

31. Children missing from education, EHE, exclusion and attendance

- The school keeps its admission register accurate and up to date
- The school attendance policy is regularly updated and understood by all staff.
- Attendance and patterns of attendance will be regularly reviewed by the attendance officer, headteacher and education social worker.
- Any children missing education will be reported as required by the statutory guidance 'Children Missing Education' (Sept 2018)

A child missing education is at significant risk of under achievement, being a victim of harm, abuse or neglect including criminal or sexual exploitation, at risk from or are involved with serious violent crime or risk of radicalisation.

After reasonable attempts have been made by the school to contact the family, the school will follow the Statutory Guidance and local procedures and refer to the Local Authority education welfare/attendance service.

We inform the Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

DfE guidance for local authorities on [Elective home education](#) sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance.

Any safeguarding concerns about children who become EHE will be communicated to the CHILDREN'S FIRST RESPONSE or other services.

If the school excludes a pupil from site or educates them off site, we will endeavour to ensure their safety.

32. Nude and semi-nude images

If a member of staff is made aware of an incident involving nude and semi-nude images (also known as 'youth produced sexual imagery/sexting'), it must be reported to the DSL immediately.

Staff must **not**:

- View, download or share the imagery themselves, or ask a pupil to share or download it. If they have already viewed the imagery by accident, they must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

Staff should explain that they need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done

Recording incidents

All nude and semi-nudes incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

33. Complaints

Any complaints are referred to the complaints procedure on the school website.

34. Record-keeping

We will hold records in line with our records retention schedule.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be passed on to the school the child is next on roll at.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- Records can be both paper-based or electronic, although at this school all safeguarding concerns are recorded using the secure electronic platform MyConcern
- Records are held securely in confidential folders within the school computer system and / or locked in a secure cabinet in the headteachers office.
- Records should include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.

Information is shared with other agencies when this is appropriate, in line with our local safeguarding procedures.

35. Monitoring arrangements

This policy will be reviewed **annually** by the DSL / Headteacher. At every review, it will be approved by the full governing board.

36. Links with other policies

This policy links to the following policies and procedures:

- Behaviour policy
- Staff code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- IT acceptable use
- RSE/PSHE
- First aid
- Teaching and Learning
- Privacy notices
- Whistle-blowing
- Anti-bullying

37. School Safeguarding Responsibilities Summary

The school will:

- Abide by the Keeping Children Safe in Education guidance
 - Safeguarding and promoting the welfare of children is everyone's responsibility.
 - **Everyone** who comes into contact with children and their families has a role to play.
 - School staff are particularly important as they are in a position to identify concerns early, provide help and advice for children, and prevent concerns from escalating.
 - Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*.
 - Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE Part one).
 - Give all staff and volunteers a copy of Part 1 of KCSIE and ensure that it is read and understood with knowledge of and access to all of KCSIE - especially Part 4: Allegations of abuse made against teachers and other staff and Part 5 Child on Child Sexual Violence and Sexual Harassment
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Pan Dorset Safeguarding Children Partnership
- Appoint a lead Governor/Trustee responsible for safeguarding practice within the school
- Have safeguarding as a standing agenda item at staff meetings and governing body meetings and minutes recorded.
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and appoint other Deputy DSLs to provide adequate cover.

- Ensure that the DSL (usually) leads on the Prevent agenda.
- Appoint a named member of staff to support children who are Looked After Children (Designated teacher) and those previously looked after who will work closely with the Local Authority including Social Workers and the Virtual Head and DSL where this post is held separately.
- Require teachers, staff and volunteers to work within the Pan Dorset Safeguarding Children Partnership procedures, school policy and good practice guidelines
- Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance, and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment and allegations management training
- Ensure any external contractors using, or are on, school premises i.e. after school clubs, sports clubs have up to date safeguarding policies and are signed up to Safeguarding Procedures. Also ensure that they follow guidelines on the use of restraint and comply with the safeguarding requirements.
- Ensure all staff and volunteers comply with Safer Working practice for adults who work with children in Education Settings and the agreed school code of conduct/ mental, emotional health and positive behaviour policy
Sign up to Operation Encompass and the Dorset Information Sharing Charter (DISC) previously the Dorset overarching information sharing protocol and share information relating to MARAC and the Personal information sharing agreement with respect to receiving alerts about domestic abuse and advise parents accordingly
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an 'Anti Bullying Policy' responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an online-safety policy in line with KCSIE. Have a member of staff as an Online/E-Safety Champion.
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website or other means.
- Provide education to children about safeguarding issues
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding, using the Pan Dorset Safeguarding Children Partnership Self Evaluation audit tool which will be shared with the Governing Body leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and local guidance
- Reporting on safeguarding to the Governing Body at least annually
- Review and update the safeguarding policy annually and when any significant changes occur.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- Allegations against staff – work with the LADO
- Child exploitation including Child Sexual Exploitation (CSE), serious violence, County Lines
- Bullying including cyberbullying and prejudice based bullying
- Children missing from education, EHE, exclusions and attendance
- Children and the court system

- Children with family members in prison
- Domestic abuse
- Drugs and alcohol misuse
- Early Help
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Health and Safety
- Homelessness
- Honour – based violence (HBV)
- Illegal child employment
- Mental health
- Physical Intervention, reasonable force, isolation and deprivation of liberty
- Private fostering/any regulated activity such as host families
- Peer on peer abuse
- Radicalisation/extremism
- Sexting/grooming and other online safety issues
- Sexual violence and sexual harassment between children
- Teenage relationship abuse
- Trafficking and modern slavery
- Work related learning and child employment

For more information, see the links to Government guidance in KCSIE 2021

These appendices are based on the Department for Education’s statutory guidance, Keeping Children Safe in Education.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

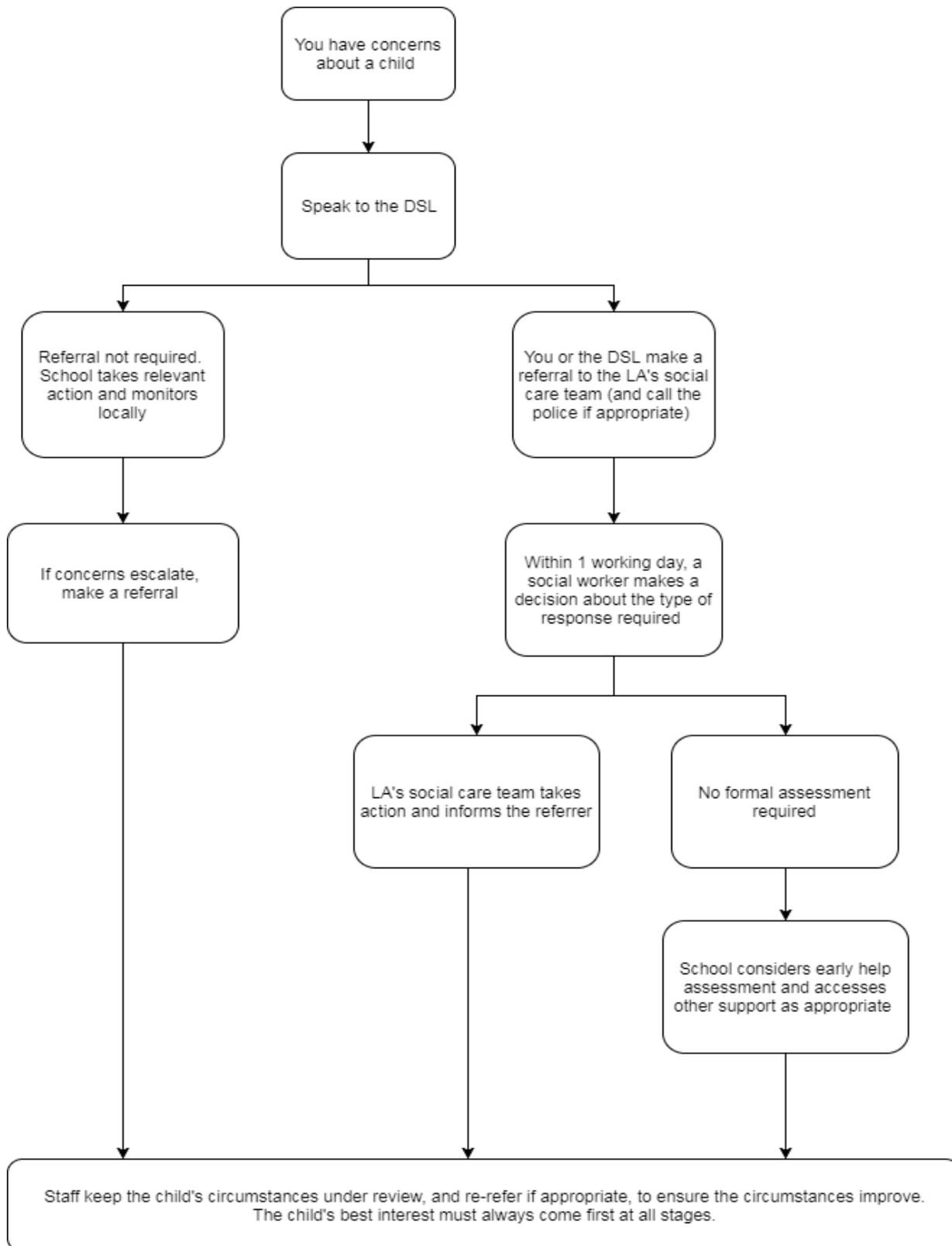
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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

- Provide adequate food, clothing and 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 care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school’s single central record (SCR). Copies of these checks, where appropriate, will be held in individuals’ personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training

provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain references and an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

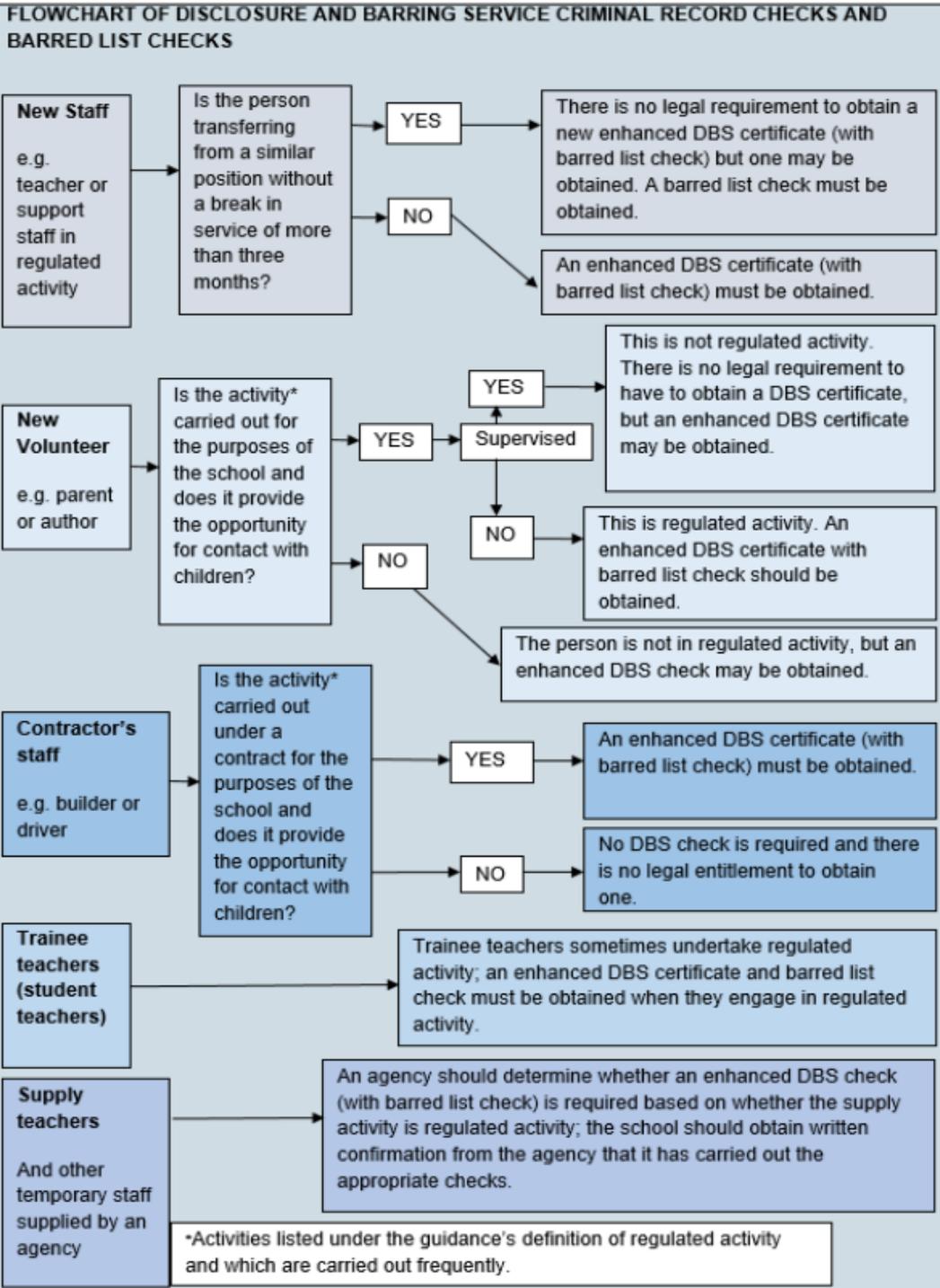
Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All proprietors, trustees, local governors and members will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK



Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- 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 to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the governing board will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix 4: Child Sexual Exploitation and Child Criminal Exploitation

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE or CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out

- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves

- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 16 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Appendix 5

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show ID and:

- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Appendix 6

Non-collection of children

If a child is not collected at the end of the day we will contact parents/ carers or phone other emergency contacts that are given. CHILDREN'S FIRST RESPONSE are contacted for advice and outcomes recorded on MyConcern.