CHILD PROTECTION AND SAFEGUARDING POLICY
July 2017 (to be reviewed July 2018)

Reference should also be made to the following polices in relation to this one:

- *Health and safety*
- *Staff use of social media*
- *E-Safety including Responsible use of IT and the internet in school*
- *Attendance and late coming*

This policy contains the school's polices relating to:

- *Pupil handling*
- *Use of mobile phones*
- *Intimate care*
- *Whistleblowing*
- *Safer recruitment including disqualification by association*
- *Preventing radicalisation and extremism*

The key and current statutory guidance is "Keeping children safe in education." September 2016.

This policy has been developed in accordance with the principles established by the Children Act 1989; the education Act 2002, and the Children Act 2004.

Staff should also refer to the DCSF Document "Guidance for Safer Working Practice for Adults who work with Children and Young People." which can be found on the staff server.

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

1.0 Introduction

1.1
The Governing body takes seriously its responsibility under section 1751 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.2
We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.3
All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

1.4

At John Ball Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

Pupils in our school are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

1.5
The aims of this policy are:

1.5.1

- To support the child's development in ways that will foster security, confidence and independence.

- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties, believing they will be effectively listened to.

- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and where children are not being kept safe.

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

- To emphasise the need for good levels of communication between all members of staff.

- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and reference against the Barred list . A single central record is kept for audit and managed by the School Business Team.

1.5.2
We ensure that the school uses the outstanding category from the Ofsted framework to self evaluate its policy and procedures:

The school is a leader of high-quality practice, ensuring, for example, that its procedures are constantly updated to reflect developing technologies. The school has excellent quality assurance and risk assessment systems which are routinely informed by pupils' and parents' views, including those who may have barriers to communication. There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life. The school's collaborative working with other key agencies is exemplary.

2.0 Training

We will ensure that:

2.1
All members of the governing body understand and fulfil their responsibilities.

2.2

- Induction Training – Mandatory for all new employees
- DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.
- All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.
- We have a Designated Safeguarding Lead (DSL) for safeguarding and at least one deputy, both of whom have undertaken the Lewisham Designated Lead Training and who undertake to update their training at least every 2 years.

2.3
All members of staff are provided with annual child protection awareness training at an induction session in September of each school year, including in their arrival pack, the school safeguarding policy so that they know who to discuss a concern with.

2.4
The Head Teacher, where he/she is not the DSL, and all other staff and governors, have statutory child protection awareness training, to be arranged by the DSL every year, to maintain their understanding of the signs and indicators of abuse. All staff must have this training biannually although the school provides annual training due to staff changes.

Where staff miss training it is the responsibility of the designated teacher to ensure that another opportunity for training is provided either in the school or by the LA. The school business team maintain a training log for this purpose. Training is recorded on the Single Central Record (SCR).

2.5
All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the awareness raising pack "What to do if you are worried a child is being abused". (App 2). This will be delivered on the first Inset day of every academic year.

We provide separate annual training for volunteers. They must attend this if they wish to continue volunteering with us.

2.6

All staff must have read:

- Keeping Children Safe in Education (2016) [Part One]; and school leaders and staff that work directly with children should also read Annex A. they must sign with the School Business manager to say this has been done.

- Read and sign the School's Code of Conduct

- School's Safeguarding Policy

Although not statutory, it is useful to ask staff to be familiar with 'What to do if you're worried a child is being abused', as it contains excellent examples of the different types of safeguarding issues.

2.7
All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding Policy on our website, and reference to it in our introductory school pack.

2.8
Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time. The SBM and PO will ensure this is communicated.

2.9
Community users organising activities for children are aware of the school's child protection guidelines and procedures. The School Business Manager and Premises Officer will ensure this is communicated.

2.10
We will ensure that child protection type concerns or allegations against adults working in school are referred to the LA for advice, and that any member of staff found not suitable to work with children will be notified to the Independent Safeguarding Authority for consideration for barring, following resignation, dismissal, or when we cease to use their service in the case of a volunteer.

2.11
Our procedures will be reviewed and up-dated by the Governing Body on an annual basis during the summer term or in line with key legislation being launched or Serious Case reviews being published.

2.12
The name of the Designated Safeguarding Lead (DSL), Deputies and Designated Governor for Safeguarding will be clearly advertised around the school.

3.0 Responsibilities

Jacqui Noakes, Assistant Head teacher is the Designated Safeguarding Lead (DSL) responsible for child protection procedures at John Ball Primary School. Mr Matthew Fields, Parent Governor, is the named Governor with responsibility for Safeguarding.

Debbie Parish, Pastoral Care Manager and Michael Roach Head teacher are the Deputy Designated Safeguarding Leads.

3.1 The DSL and Deputy DSL are responsible for:

3.1.1
Referring a child if there are concerns about possible abuse, to Children's Social Care and acting as a focal point for staff to discuss concerns. Referrals should be made in writing i.e. a Common Assessment Form, following a telephone call.

3.1.2
Keeping written records of concerns about a child even if there is no need to make an immediate referral. These are called records of concern (ROC).

3.1.3
Ensuring that all such records are kept confidentially and securely, separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.

3.1.4
Ensuring that an indication of further record-keeping is marked on the pupil records i.e. where there are child protection records kept on a child a yellow label will be added to the top right hand corner of their pupils file. A red label indicates SEN files are kept on the child.

3.1.5
Liaising with other agencies and professionals.

3.1.6
Ensuring that either they or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report.

3.1.7
Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Children's Social Care Team.

3.1.8
The DSL will ensure that all staff involved in recruitment of staff have had safer recruitment training. They will ensure that there is at least one member of school staff with such training leading all recruitment processes. This includes a member of the Governing Body.

3.1.9
Organising child protection induction, and update training every year, for all school staff.

3.1.10
Providing an annual report to the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children with child protection plans (anonymised)

3.1.11 Where a child on the Child Protection Register moves school the DSL will make direct contact with the DSL of the new school to inform them of this and pass on all relevant information.

3.1.12 Ensure that when all child protection records are sent to a new school, that a receipt is obtained from the new setting to evidence the transfer.

3.2 The Named Safeguarding Governor is responsible for:

3.2.1 Visiting the school on a termly basis to ensure that all statutory requirements are being fulfilled.

3.2.2 During these visits checking the SCR with the DSL and member of the admin team responsible for it.

3.2.3 Ensuring that any matters not complying with the school policy and statutory requirements are addressed.

3.2.4 Attending training to ensure that they are kept up to date with any statutory policies.

3.2.5 Liaising with e-safety teacher and monitoring the e-safety policy.

4.0 Supporting Children

4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

4.2.
We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

4.4.1
Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

4.4.2
Promoting a caring, safe and positive environment within the school.

4.4.3
Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.4.4
Notifying Children's Social Care as soon as there is a significant concern.

4.4.5
Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.

5.0 Confidentiality

5.1
We recognise that all matters relating to safeguarding are confidential.

5.2
The Designated Safeguarding Lead (DSL) will disclose any information about a pupil to other members of staff on a need to know basis only.

5.3
All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

5.4
All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

5.5
We will always undertake to share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Children's Social Care on this point.

6.0 Supporting Staff

6.1
We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

6.2

We will support such staff by providing an opportunity to talk through their anxieties with the DT and to seek further support as appropriate.

6.3
As already stated all staff, both teaching and support, full-time and part-time, shall have annual children protection training on the first inset day. Any other staff who require or feel that they need training should speak to the CPD coordinator to access courses.

6.4 Use of mobile phones on the school site

A new Statutory Framework for the EYFS was introduced in September 2012. Paragraph 3.4 of this document makes clear the requirement that all settings (which includes schools) safeguarding policies and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and **cover the use of mobile phones and cameras in the setting.**

Procedures for dealing with allegations against staff are covered below in section 7.

All school staff will use cameras to record pupil achievements and assessments. Cameras used should be those bought and owned by the school and provided. Staff will not and should not use their own personal mobiles and cameras to take photographs of children. Pictures taken on school devices should then be downloaded onto school PCs and laptops. Pictures of children taken in school should not be downloaded onto memory sticks and taken out of school.

The school's IT Leader will ensure that staff have the necessary access to equipment for these purposes.

Staff should only use mobile phones during non class contact times and where possible use them out of sight of pupils and areas such as the staffroom or off site. Staff should not use phones when on duty or in charge of pupils i.e. playgrounds. There would be an exception to this if a staff member needed to use their phone in an emergency situation e.g. a school trip.

7.0 Allegations against staff

7.1
All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

7.2
All Staff should be aware of the school's own Behaviour for learning policy.

7.3
Guidance about conduct and safe practice will be given at induction. Also see the safe handling section of this policy.

7.4
We understand that a pupil may make an allegation against a member of staff.

7.5
If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

7.6
The Head Teacher on all such occasions will discuss the content of the allegation with the LA's Child Protection Coordinator or the Duty Social Worker.

7.7
If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Head Teacher first.

7.8
The school will follow the Lewisham Council procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of an Allegations/Senior Strategy Meeting.

7.9
Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration, and the Head Teacher will seek the advice of the LEA Child Protection Coordinator and Personnel Department in making this decision.

7.10
In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.

7.11
We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

8.0 Child sexual exploitation (CSE)

Statutory definition of Child Sexual Exploitation

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

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- 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;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend / Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops

but later turns abusive. Victims are required to attend parties and sleep with multiple men or women and threatened with violence if they try to seek help. This also relates to same-sex relationships.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

9.0 Female genital mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

9.1 Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

9.2

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

9.3

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

10.0 Private fostering arrangements

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

11.0 Managing allegations against other pupils

11.1 We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

11.2 The allegation:

• is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
• is of a serious nature, possibly including a criminal offence
• raises risk factors for other pupils in the school
• indicates that other pupils may have been affected by this student
• indicates that young people outside the school may be affected by this student

11.3 Examples of safeguarding issues against a student could include:

Physical Abuse

• violence, particularly pre-planned
• forcing others to use drugs or alcohol

Emotional Abuse

• blackmail or extortion
• threats and intimidation

Sexual Abuse

• indecent exposure, indecent touching or serious sexual assaults
• forcing others to watch pornography or take part in sexting

Sexual Exploitation

• encouraging other children to attend inappropriate parties
• photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

11.4 Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

11.5 What to do

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact Children's Social Care referral and assessment ream to discuss the case before any actions are undertaken. It is possible that CSC are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

12.0 Recruiting staff (also see Checklist in Appendix 6)

12.1 Advertising / Shortlisting / Interviews

As part of our safer recruitment procedures the following takes place:

- We ensure that the advertisement makes clear our commitment to safeguarding and promoting the welfare of children.
- All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children.
- All person specifications include specific reference to suitability to work with children.
- We ask for written information about previous employment history and check that information is not contradictory or incomplete.
- If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.
- We will always seek at least two references to obtain objective and factual information to support our appointment decisions. These will be scrutinised and any concerns need to be resolved satisfactorily, before the appointment can be confirmed.
- We endeavour to seek references on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.
- We will always request references directly from the referee and employers and will not rely on open references, for example in the form of 'to whom it may concern' testimonials.
- On receipt, references will be checked by the Head of School to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate.
- Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post; including information

obtained from the NCTL Teacher Service Portal (formerly known as the Employer Access Online service).
- We verify that the successful applicant has all the academic or vocational qualifications claimed.
- We check his or her previous employment history and experience.
- We conduct a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post.
- We verify the successful applicant's identity, when they arrive for an interview

12.2 Offer of appointment / Safer Recruitment checks

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of our pre-employment checks.

Before new staff are appointed, we will:

- Verify a candidate's identity from current photographic ID and proof of address;
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service);
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. This is done through the council's occupational health services;
- Verify professional qualifications, as appropriate. Additional checks on Individuals, who have lived or worked outside the UK
- Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.
- Verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the council's guidance and the advice on the GOV.UK website;

13.0 Single Central Record

We keep a single central record of all staff employed to work in our school. Generally, the information to be recorded is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:
- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications;
- and a check to establish the person's right to work in the United Kingdom.

The single central record will cover the following people:
- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school or college, including volunteers;
- all members of the Governing Body

In order to comply with the requirements of the Data Protection Act, we will not retain a copy of the individuals DBS Certificate. However, copies of other documents used to verify the

successful candidates identity, right to work and required qualifications will be kept on their personnel file.

Appendix 4 makes it clear what should be in the SCR and provides the SG Governor with a checklist to use when visiting.

14.0 Visiting professional and agency workers
We only use supply agencies, which are able to provide full written vetting information about their staff prior to them starting work at the school, including photo ID sent ahead of the member of staff.

The vetting information must contain the following:

- Photograph
- ID Evidence
- Teaching Agency Check
- DfE and Welsh Assembly Number
- Qualification Evidence
- Medical Check
- Barred List Check and Date
- Valid DBS Date
- Enhanced DBS number
- Further Disclosure Information, if necessary
- Right to work in the UK Check
- References Check

We ask supply agencies to email the vetting info to the School Business Manager. The school's Receptionist checks this evidence on arrival, checking that the person presenting themselves for work is the same person on whom the checks have been made.

Any discrepancies will be reported to the Business Manager immediately and the agency staff will not be able to start their work, until satisfactory checks have been concluded.

Safer Recruitment records of regular agency workers are included in the school's Single Central Record ie for all staff who come to the school for more than 1 day per half term.

We provide an induction for supply staff which includes safeguarding and a briefing on any vulnerable children they will be working with.

15.0 TRAINEE / STUDENT TEACHERS
Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, have to undergo the same safer recruitment checks as regular staff, before they can start working for the school.

Safer Recruitment records for Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, are included in the school's Single Central Record.

Where trainee teachers are fee-funded, it is the responsibility of the Training Provider to carry out the necessary checks.

16.0 OTHER VISITING PROFESSIONALS
In making a judgment on the level of check, we use the following guidance on Regulated Activity:

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

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or

- will regularly work in a school or college at times when children are on school or school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor);

All visiting professionals e.g. PE coaches, Music teachers, Health Professionals and LA advisors have to provide the school with their valid enhanced DBS details.

All kitchen staff have to provide the school with their valid enhanced DBS details. It is the responsibility of the Catering Contractor to carry out the necessary checks.

All kitchen staff's safer recruitment records are included in the school's Single Central Record.

All cleaning staff have to provide the school with their valid enhanced DBS details. It is the responsibility of the Cleaning Contractor to carry out the necessary checks.

All cleaning staff's safer recruitment records are included in the school's Single Central Record.

All Breakfast Club and After School Club Personnel have to provide the school with their valid enhanced DBS details. It is the responsibility of the Extended School Providers to carry out the necessary checks.

All Extended School Personnel's safer recruitment records are included in the school's Single Central Record.

It is the responsibility of the Business Manager to make sure all enhanced DBS checks are current and recorded.

17.0 VOLUNTEERS E.G. PARENTS/CARERS

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

We will obtain an enhanced DBS certificate with barred list check for all volunteers in regulated activity, who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

According to the DfE guidelines there is no requirement to request an enhanced DBS check for existing volunteers not in regulated activity. However the school may still choose to request one as they judge necessary but may not request a check of the barred list.

If a volunteer is not engaging in regulated activity and is therefore supervised at all times, e.g. a parents accompanying their children on a school trip, the school will undertake a risk assessment and use their professional judgement and experience, when deciding whether to seek an enhanced DBS check. A barred list check is legally not allowed under these circumstances.

18.0 Disqualification by association

18.1.0 In line with the **Disqualification under the Childcare Act 2006,** schools are now required to ensure that staff are informed of the legislation relating to Disqualification by association.

18.1.1 The key points to note are that:

- It is statutory that if a member of staff has committed certain criminal offences it will disqualify them from working with children and young people

- It is statutory that individuals may be disqualified "by association" in certain childcare settings. This legislation has been extended to relevant school-based staff.

18.1.2 It means that if a member of staff lives in the same household as someone who is barred from working with children they may be disqualified "by that association".

18.1.3 Staff are covered by the Act if they are employed and/or provide childcare in either the early years or later years. Early Years means from birth until 1st September following a child's fifth birthday i.e. up to and including reception age. Later Years means children under the age of 8. Staff who are directly concerned in the management of early or later years provision are covered by the legislation. Schools are directed to use their judgement to determine who is covered. At John Ball we will ask all teaching and support staff to disclose due to the nature of our site and the fact that all staff have access to children at all times.

18.1.4 Staff such as premises officers, cleaners, catering and office staff, who are not employed to directly provide childcare, are not covered by the legislation. Anybody involved in any form of health care provision for a child, including school nurses, and local authority staff, such as speech and language therapists and education psychologists, are not covered by the legislation. School governors and proprietors are not covered by the legislation. School procedures

18.1.5 Staff in either category (disqualified or disqualified by association) can apply to Ofsted for a waiver and there are options for keeping staff employed while an application is processed.

18.1.6 It is essential that members of staff come forward immediately if they believe that you may be affected by this new legislation.

18.1.7 A list of relevant disqualifying offences can be found at the back of the document entitled **"Disqualification under the Childcare Act 2006".** This document is available on the internet and a copy is available from the school office and in the Child Protection folder in the teachers shared area of the server.

18.1.8 As an employer we will be committing an offence if we employ someone who is disqualified under the regulations unless we can prove that we did not know and had no reasonable grounds for believing that the employee was disqualified.

18.1.9 It should be noted that the act requires employees to declare **"to the best of their knowledge"** and they should not seek this information from others with whom they live in the same household with if they are not already aware of it.

18.1.10 The regulations are complex and it is quite possible that a staff member's particular circumstances may not necessarily lead to disqualification. Staff should also be aware that if their circumstances change during their employment they will need to come forward.

18.1.11 Staff have our assurance that any information they share with us will be treated in the strictest confidence.

18.1.12 All new staff will be asked to disclose as part of the initial procedures of their employment. Where staff have been asked this will be noted on the Single Central Record.

18.1.13 We will make staff aware of the disqualification guidance by:

- referring to the guidance in the school's safeguarding policy
- drawing the guidance to the attention of staff at the point of employment and at annual SG policy training

- asking each relevant member of staff to complete a disclosure recording these checks on the Single Central Record

18.1.14 What we will do if a member of staff indicates they may be disqualified? We will follow the guidance, in particular:

- contact the school's HR and/or LADO and explain the circumstances.
- if the school is satisfied that the staff member is 'disqualified by association', we will inform Ofsted and explain to the member of staff that they may apply to Ofsted for a waiver.

19.0 Reporting of wrong doing (whistleblowing policy)

19.1.0
The staff and governors of John Ball Primary School seek to run all aspects of school business and activity with full regard for high standards of conduct and integrity. In the event that members of school staff, parents, governors or the school community at large become aware of activities which give cause for concern, John Ball Primary School has established the following whistleblowing policy, or code of practice, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion. Throughout this policy, the term *whistleblower* denotes the person raising the concern or making the complaint. It is not meant in a pejorative sense and is entirely consistent with the terminology used by Lord Nolan as recommended in the *Second Report of the Committee on Standards in Public Life: Local Spending Bodies* published in May 1996.

19.1.1
John Ball Primary School is committed to tackling fraud and other forms of malpractice and treats these issues seriously. John Ball Primary School recognises that some concerns may be extremely sensitive and has therefore developed a system which allows for the confidential raising of concerns within the school environment but also has recourse to an external party outside the management structure of the school.

19.1.2
John Ball Primary School is committed to creating a climate of trust and openness so that a person who has a genuine concern or suspicion can raise the matter with full confidence that the matter will be appropriately considered and resolved. The provisions of this policy apply to matters of suspected fraud and impropriety and not matters of more general grievance which would be dealt with under the John Ball Primary School grievance procedures.

19.2 When might the whistle blowing policy apply?
19.2.1 The type of activity or behaviour which John Ball Primary School considers should be dealt with under this policy includes:

- manipulation of accounting records and finances
- inappropriate use of school assets or funds
- decision-making for personal gain
- any criminal activity
- child protection concerns relating to other members of staff
- abuse of position
- fraud and deceit
- serious breaches of school procedures which may advantage a particular party (for example tampering with tender documentation, failure to register a personal interest)

19.3 What action should the *whistleblower* take?

19.3.1 John Ball Primary School encourages the *whistleblower* to raise the matter internally in the first instance to allow those school staff and governors in positions of responsibility and

authority the opportunity to right the wrong and give an explanation for the behaviour or activity.

19.3.2 John Ball Primary School has designated a number of individuals to specifically deal with such matters and the whistleblower is invited to decide which of those individuals would be the most appropriate person to deal with the matter.

19.3.3 Head teacher – Michael Roach, headteacher@johnball.lewisham.sch.uk, 020 8852 1601

Responsible Officer - Carol Owen, Special Investigations Officer, 020 8314 7909,
Chair of Governors – Dame Erica Pienaar, c/o John Ball Primary School, 020 8852 1601 or admin@johnball.lewisham.sch.uk

19.3.4 The *whistleblower* may prefer to raise the matter in person, by telephone or in written form marked private and confidential and addressed to one of the above named individuals. All matters will be treated in strict confidence and anonymity will be respected wherever possible. The whistleblower can also contact the Local Authority Designated Officer (LADO) directly on 0208 314 7280.

19.3.5 Alternatively if the *whistleblower* considers the matter too serious or sensitive to raise within the internal environment of the school, the matter should be directed in the first instance to the Council's Head of Audit & Risk, 020 8314 9114. The Council has its own procedures for dealing with such matters and will ensure every effort to respect the confidentiality of the *whistleblower*. The Council will ensure relevant officers of the Department for Education and Employment are informed as appropriate. In addition information and advice can be obtained from the charity Public Concern at Work. This charity offers free legal advice in certain circumstances to people concerned about serious malpractice at work. Their literature states that matters are handled in strict confidence and without obligation.

19.3.6 Contact details for the charity are as follows:

Public Concern at Work
Suite 306
16 Baldwins Gardens
London
EC1N 7RJ
Telephone number 020 7404 6609

19.4 How will the matter be progressed?

19.4.1 The individual(s) in receipt of the information or allegation [the investigating officer(s)] will carry out a preliminary investigation. This will seek to establish the facts of the matter and assess whether the concern has foundation and can be resolved internally. The initial assessment may identify the need to involve third parties to provide further information, advice or assistance, for example involvement of other members of school staff, legal or personnel advisors, the police, the Department for Education and Employment, the Council. Records will be kept of work undertaken and actions taken throughout the investigation. The investigating officer(s), possibly in conjunction with the governing body, will consider how best to report the findings and what corrective action needs to be taken. This may include some form of disciplinary action or third party referral such as the police.

19.4.2 The *whistleblower* will be informed of the results of the investigation and the action taken to address the matter. Depending on the nature of the concern or allegation and whether or not it has been substantiated, the matter will be reported to the governing body and the Council.

19.4.3 If the *whistleblower* is dissatisfied with the conduct of the investigation or resolution of the matter or has genuine concerns that the matter has not been handled appropriately, the concerns should be raised with the investigating officer(s), the governing body and/or directed to the Council.

19.5 Respecting confidentiality
Wherever possible John Ball Primary School seeks to respect the confidentiality and anonymity of the *whistleblower* and will as far as possible protect him/her from reprisals. John Ball Primary School will not tolerate any attempt to victimise the *whistleblower* or attempts to prevent concerns being raised and will consider any necessary disciplinary or corrective action appropriate to the circumstances.

19.6 Raising unfounded malicious concerns
Individuals are encouraged to come forward in good faith with genuine concerns with the knowledge they will be taken seriously. If individuals raise malicious unfounded concerns or attempt to make mischief, this will also be taken seriously and may constitute a disciplinary offence or require some other form of penalty appropriate to the circumstances.

19.7 Conclusion
Existing good practice within John Ball Primary School in terms of its systems of internal control both financial and non-financial and the external regulatory environment in which the school operates ensure that cases of suspected fraud or impropriety rarely occur. This whistleblowing policy is provided as a reference document to establish a framework within which issues can be raised confidentially internally and if necessary outside the management structure of the school. This document is a public commitment that concerns are taken seriously and will be actioned.

19.8 Escalating concerns / disagreements between professionals
We follow the LSCB advice on escalating concerns or professional differences in respect of safeguarding children.

Please see appendix 5 for the process to be followed should this be the case.

20.0 Pupil Handling

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and organisations must have regard to government guidance and legislation and the policies and practice of their specific organisation.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.

Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and organisations working with children and young people requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care plans, drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those which should be avoided. Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.

DCSF Guidance January 2009

20.1 At all times children are encouraged to take responsibility for their own safety and movement around the school.

20.2 Staff will use verbal instructions, visual signs and gestures or position themselves to avoid children being in situations, or handling objects which may be dangerous to themselves or others.

20.3 There are occasions where parents and children should be aware that staff may use physical reinforcement. The least restrictive restraint possible to prevent abusive or disruptive behaviour will be used only when all other techniques and strategies have been tried or are unsuccessful, or immediately when a child or adult may be hurt or in danger. Physical restraint will be used only to help a child regain self-control.

20.4 All Teaching and Learning Support Assistants, Class Teachers and Senior Managers involved with pupils where there is an ongoing need to restrain pupils will have appropriate training and parents will be informed. This is usually as the result of a risk assessment being carried out.

20.5 On a day-to-day basis, physical reinforcement may include:

A.

- **Holding a child's hand**
    - Walking with young children outside school
    - To comfort a distressed child
- **Prompting as part of a teaching programme**
    - Point to the circle for example – may lightly guide hand
- **Assisting with dressing / undressing PE**
- **Assisting with toileting**
    - Amount of help needed will be discussed with individual parents

B.

- **Stopping a child from touching or handling or removing objects which can be dangerous**
    - If persisting in touching electrical / plumbing equipment

- Handling sharp objects

- **Comforting a child who is upset.**

    - Perhaps putting arm around child after an incident / accident

For sections C and D a member of the Senior Leadership Team would be made aware or be involved if the actions detailed were taken. Parents would also be notified.

Notes of the incident would be made in the school's incident book and where violence to staff occurs the relevant violence to staff forms would be completed and sent to the authority.

C.

- **Holding a child who is in danger or hurting him/herself or another child/children or adult.**
    - To stop an argument which has become physical
    - Where a child is in danger of hurting him/herself on furniture or with an object
    - Where a child is hitting, kicking, punching, spitting or throwing objects at others

D.

- **Physically removing a child from the situation:**
    - in which he/she is obviously, persistently distressed and does not respond to verbal or visual instructions to remove him/herself
    - is significantly disrupting / distressing other children because of the level of noise, or length of time involved.

If at all possible other children will be removed from the situation instead.
In all cases staff will ensure that all strategies agreed have been tried in order to de-escalate the situation before removing a pupil from class.

20.6 The SLT will ensure that appropriately trained staff are deployed if physical restraint is required. Where physical restraint is required 2 adults should be present.

20.7 The SLT will also ensure that where a pupil's behaviour has escalated and is persistently and consistently in need of physical restraint that the appropriate risk assessments are carried out in order to ensure staff safety. This will, include an individual risk assessment of the child, noting any indicators of anxiety and stress in the child, likely triggers, calming techniques, strategies which may be useful and agreed responses to incidents.

20.8 Where Physical restraint has taken place then the child's parents / carers will be contacted so they are aware this is the case.

20.9 Where Physical restraint has taken place then the child's view on this process should be sought and recorded.

21.0 Intimate and Personal Care

21.1 Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as

part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to senior managers and/or parents/carers.

21.2 All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

21.3 The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

- *adhere to the organisation's intimate care guidelines or code of practice*
- *make other staff aware of the task being undertaken*
- *explain to the child what is happening*
- *consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary*
- *record the justification for any variations to the agreed procedure/care plan and share this information with parents*
- *ensure that any changes to the agreed care plan are discussed, agreed and recorded.*

21.4 In John Ball Primary School we ensure that:

- Children with additional toileting needs will be treated with respect in a sensitive and professional manner to maintain their welfare and dignity.
- Children will be supported and encouraged to be as independent and autonomous as possible.
- The School will work in partnership with parents or carers and any other professionals involved to develop an individual plan and maintain a consistent approach at home and at school.

21.5 Health and Safety
Precautions to be taken while changing a child include:

- staff to wear fresh aprons and disposable gloves while changing a child

- soiled nappies securely wrapped and disposed of appropriately. The Premises Manager will ensure that all soiled items are disposed off appropriately. Staff should use the sanitary bin in the medical room.

- changing area / toilet to be left clean. Caretaking / cleaning staff to be informed

- hot water and soap available to wash hands as soon as changing is done

- paper towels to be available to dry hands.

It is recommended that mobile children should be changed standing up.

The following resources should be available

- hot running water and soap
- paper towels
- aprons and gloves
- nappy bags
- cleaning equipment
- bin

- a supply of spare nappies and wipes (provided by the child's parent / carer)
- spare clothes

21.6 Training

Staff changing children need to feel confident in carrying out this task in line with school policy and best practice and guidance will be arranged as necessary within the school.

21.7 Child Protection in relation to changing / intimate care

21.7.1 To allay staff concerns regarding false allegations of abuse school guidelines will be discussed with the parents/carers of children with regular toileting needs. Information given to parents and carers will include:

- Who will change their child (Only permanent members of staff, known to their child- all of whom will have CRB checks)
- Where changing will take place
- That another appropriate adult is nearby and is aware of the task being undertaken.
- That other staff including management will remain highly vigilant for any signs or symptoms of improper practice.

21.7.2 While there are no regulations that state that a second member of staff must be available to supervise the changing process we will make our own judgement based on their knowledge of the child/ family.

21.7.3 Section 18 in the Government guidance 'Safe Practice in Education' states that: 'Staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.' Therefore it is good practice that the member of staff changing a child should inform another member of staff.

Refs: *Promoting personal development in foundation and key stage 1 –continence. Guidance published by Sure Start Unit from guidance developed by the Council for Disabled Children in conjunction with Leicester City Council.*

22.0 WORKING WITH OTHER AGENCIES

John Ball Primary School recognises that it is an agent of referral and not of investigation. We fully accept that the investigation of child abuse is the responsibility of the social services department and the police and will do everything possible to support and assist them in their task.

We will endeavour to build relationships with other agencies so that understanding, trust and confidence can be built which will help to secure effective co-operation in cases of actual or suspected abuse.

23.0 PARENTAL INVOLVEMENT

We are committed to helping parents / carers understand their responsibility for the welfare of pupils. Parents are made aware of the school's child protection policy via Headteacher information letters. A copy is available for reference at our school reception and on the school website.

We will signpost parents to support materials such as websites of leaflets on aspects of keeping their children safe such as Cyberbullying. Where appropriate we will run workshops to further support parents.

24.0 THE CURRICULUM

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff will use many different elements of the school's curriculum to raise pupils' awareness and build their confidence so that they have a range of contacts and strategies to ensure their own protection and they understand the importance of protecting others.

There are many links between this policy and other policy documents and curriculum guidelines followed at John Ball Primary School. In particular, there are links with those relating to:

- PSHE
- RE
- Sex and Relationships
- Bullying
- Inclusion

25.0 Internet-use / safety (refer to e-safety and Anti bullying policy)

25.1 Pupils are responsible for good behaviour on the Internet, just as they are in a classroom or a school corridor. General school rules apply.

25.2 The Internet, primarily, is provided for pupils to conduct research and back-up their work. Parent's / carer's permission is required before a pupil is granted access. Access is a privilege not a right and that access requires responsibility.

25.3 Individual users of the Internet are responsible for their behaviour and communications over the network. Users must comply with school standards and honour the agreements they have signed.

25.4 The school IT system has a filter system built in to ensure that children cannot access and are not subjected to images of data of an offensive nature.

25.5 Computer storage areas (including any external storage media you bring to school) will be treated like school lockers. Staff may review files and communications to ensure that users are using the system responsibly. Users should not expect that files stored on servers or storage media are always private.

26.0 Preventing extremism and radicalisation

26.1.0 John Ball Primary School is committed to providing a secure environment for its pupils, where they feel safe and are kept safe. All adults at our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. In adhering to this policy, and the procedures therein, staff and visitors contribute to John Ball's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004.

26.1.1 This Preventing Extremism and Radicalisation section of our Safeguarding Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at s175 of the Education Act 2002.

26.1.2 Our school's Preventing Extremism and Radicalisation section of the Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2016"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

27.2 School Ethos and Practice

27.2.1 When operating this policy we use the following accepted Governmental definition of extremism which is: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

27.2.2 There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy.

23.2.3 We also recognise that if we fail to challenge extremist views we are failing to protect our pupils. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

23.2.4 Therefore, at John Ball Primary School we provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet and, at times, pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff is always challenged and where appropriate dealt with in line with our Behaviour and Policy for pupils and the Code of Conduct for staff.

23.2.5 Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

23.2.6 As part of wider safeguarding responsibilities school staff are alert to:

- disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out
- graffiti symbols, writing or art work promoting extremist messages or images
- pupils accessing extremist material online, including through social networking sites
- parental reports of changes in behaviour, friendship or actions and requests for assistance
- partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- pupils voicing opinions drawn from extremist ideologies and narratives
- use of extremist or 'hate' terms to exclude others or incite violence
- intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

23.2.7 Our school closely follows any locally agreed procedure as set out by the Local Authority and Lewisham's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

23.3 Teaching Approaches

23.3.1 All members of staff strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this is achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. We ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

23.3.2 We are flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, see Appendix A, and we apply the methodologies set out in that document following the three broad categories of:

1. making a connection with young people through good [teaching] design and a pupil centered approach
2. facilitating a 'safe space' for dialogue, and ·
3. equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

23.3.3 Therefore this approach is embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This works in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and includes the sound use of assemblies and liturgies to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

23.3.4 We achieve this by using a curriculum that includes:

- discussions and lessons on how to be a good citizen
- PSHE programmes
- open discussion and debate
- work on respecting others and a restorative approach addressed throughout curriculum, especially in religious Education, PSHE and assemblies We also work with local partners, families and communities in our efforts to ensure that we understand and embrace our local context and values in challenging extremist views and assist in the broadening of our pupil's experiences and horizons.

23.3.5 We help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we ensure that that pupil is offered mentoring. Additionally in such instances our school can seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

23.3.6 At John Ball Primary School we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental

responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

23.4 Use of External Agencies and Speakers

Although it has always been helpful for a school to have clear guidance on the management of visiting speakers, the Prevent Duty set out that this is now an expectation.

"Specified authorities will need to…[have] robust safeguarding policies in place to identify children at risk…These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised". (Prevent Duty Guidance in England and Wales HM Government July 2015)

Key aspects of the visiting speakers' policy will include:

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

After the presentation, an evaluation form should be completed which will include feedback from staff, note any contentious subject areas or comments, and state whether the speaker could be booked again in the future. Once a person has visited a school, future checks should be proportionate.

23.5 Whistle Blowing

Where there are concerns of extremism or radicalisation Pupils and Staff are encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please see the Whistle blowing section for further information.

23.6 Child Protection

23.6.1 Please refer to the earlier sections of this Policy for more information on our Child Protection duties. Members of staff at John Ball Primary School are alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

23.6.2 Therefore all adults working in John Ball Primary School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead (DSL).

Appendix 1: CHILD PROTECTION CATEGORIES

Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education (September 2016)

All school and college staff should be aware abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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. They may also include 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: 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 DRAFT 12 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Grave Concern reflects a high degree of risk, substantiated by social and/or medical assessments, where there are no grounds for stating that the abuse has already taken place. This concern must state the form of abuse (as defined above) of which the child is felt to be at risk and may include those situations where another child in the household has been harmed or where the household contains a known abuser. It must not be used as a catch-all category. A case conference must clearly identify the areas of concern and risk factors when grave concern is the category for placing a child's name on the child protection register.

Appendix 2
What to do if you are worried a child is being abused: reporting a concern

Essentially there is no "wrong door" in reporting a concern. As a school we want to ensure that staff report all concerns, however large or small they feel it is.

Reporting Concerns

When adults in the school have a concern about a child or young person they should report it to the DSL in the first instance. If they are not available then either of the Deputy DSLs should be contacted.

This should be done by completing a concern form in writing promptly i.e. as soon as possible.

All staff should use the Record of Concern Form (ROC – Appendix 3)

The ROC form is found on the staff server in the Safeguarding Folder. Paper copies can be found in the Resources Room.

The DSL should be informed that a concern has been raised by either handing them the ROC personally or their deputy in their absence.

This can also be done via email.

It is acceptable for a member of staff to speak to a line manager or colleague about a concern however all staff should be directed to report CP concerns to the DSL and this should then be written down as above.

Staff can also share a concern which may not be child protection related with another senior leader.

The flow chart on Page 32 makes it clear about the steps that the DSL should follow in respect of the concern shared.

Phone numbers to contact:

Lewisham Local Authority	020 8314 6000
Lewisham MASH team	0208 314 9181
Lewisham Safeguarding board (safeguardingboard@lewisham.gov.uk)	020 8314 8604

Val Shodeke
Local Authority Designated Officer for allegations
1st Floor Laurence House
1 Catford Road
SE6 4RU

020 8314 3114
LewishamLADO@lewisham.gov.uk

If Val is unavailable contact Finola Owens, team Manager on 020 8314 7280 or the Duty Child Protection Chair on 020 8314 9177.

Appendix 3

John Ball Primary School
Record of Contact

Pupil's name:	**Class:**	**Teacher:**	**Date:**

Name of staff member receiving / making contact:	**Nature of contact**			
	Parent concern	**Teacher concern**	**Complaint**	**Child protection matter**
Name of person being contacted / making contact:				

Outline of concern / complaint / issue
Action taken
What has effect been on the child? Has the child been spoken to? Please record their point of view here where relevant.
Other members of staff contacted? Who?
Any follow up?

Appendix 4: Single Central Record Checklist

Single Central Record Checklist (Minimum expectations)	(Tick)
Name of person	
Address	
Date of Birth	
Evidence of ID (inc. photograph)	
Qualification(s) Required	
Qualification(s) Evidenced and Date Checked	
DBS Enhanced Check and Date Received (not statutory to record number)	
Barred List Check (only if in Regulated Activity) and Date Received	
Prohibition Check (Teachers/People with QTS) Date Checked	
Right to Work in UK Date Checked	
Overseas Check Required (Yes/No)	
Overseas Checks undertaken. Type and Date.	

Useful to record

Start date	

Single Central Record (People to include) (In Excel, usually on a separate tab)

Teachers	
Support Staff	
Admin Staff	
Premises Staff	
Governors/Proprietors/Trustees	
Volunteers	
Agency Staff (working in the school for a 'reasonable' length of time)	
Contractors	
Student teachers (if on the school's payroll)	
Additional intructors/coaches/etc	

Notes

Make sure there are no gaps. Enter 'Not applicable', or another relevant phrase.	
SCR must be current. Archive onto a separate tab or delete people who have left.	
SCR must include Enhanced Check/Barred List for people appointed after 2006.	
No need for Enhanced Check or Barred List for people appointed prior to March 2002.	
SCR should record, what has been seen, when it was seen and by whom it was seen.	

Some schools also record on the SCR (Not statutory)

Disqualification by Association	
Safer Recruitment Training	
References (2) (Checked and Date Received)	
Safeguarding Induction Completed	

Checked by:

Date:

Appendix Five – Flowchart for Process for escalation / professional disagreements

Lewisham Safeguarding Children Board

If a child or young person is at immediate risk of significant harm concerns must be escalated to the relevant agency senior safeguarding lead without delay.

Concern or disagreement arises between agencies

↓

Stage 1
Mutually agreeable way forward sought between practitioners to resolve issues **within 5 working days or a timescale to protect the child – whichever is less.**

→ **Issue Resolved**
Resolution outcome in writing to referring practitioner/ agency **within 2 working days.**

↓

Stage 2
Concern or difficulty should be escalated to line managers to resolve the issues **within 5 working days or a timescale that protects the child from harm - whichever is less.**

→ **Issue Resolved**
Resolution outcome in writing to referring practitioner/ agency **within 2 working days.**

↓

Stage 3
Concern or difficulty to be referred to the relevant senior manager without delay to resolve the issues **within 2 working days or a timescale that protects the child from harm – whichever is less.**

→ **Issue Resolved**
Resolution outcome in writing to referring practitioner/ agency **within 2 working days.**

↓

Stage 4
Issue to be referred to the LCSB Chair via the LSCB Business Manager for the LSCB Chair to make recommendations to the agencies involved for the resolution of the matter. The LSCB Chair will make recommendations within **5 working days** of the issue being brought to his/her attention.

Lewisham Safeguarding Children Board

Resolving Professional Differences Record

1. Person Raising Professional Difference:

Name:	
Role:	
Agency:	

2. Child / Young Persons Details:

Name:	
Date of Birth:	
Address:	
Early Years Placement / School?	

3. The Lead Professional:

Name of lead professional?			
What was this issue about? I.e. a child protection referral / undertaking an Assessment, an issue with an open case. Please specify:			
Names of people these issues were reported to:			
Issues:			
Resolved / Not Resolved	**Yes**	**No**	**Partial**
If no or partial, to whom has this been escalated to? Please specify:			
What actions have been taken as a result? Please provide timescales			
Is there any learning from this dispute? Please specify			
Additional Comments:			

Signature:

_____

_____

Date:_____

mailto:safeguardingboard@lewisham.gov.uk

Appendix 6

Safer Recruitment Checklist

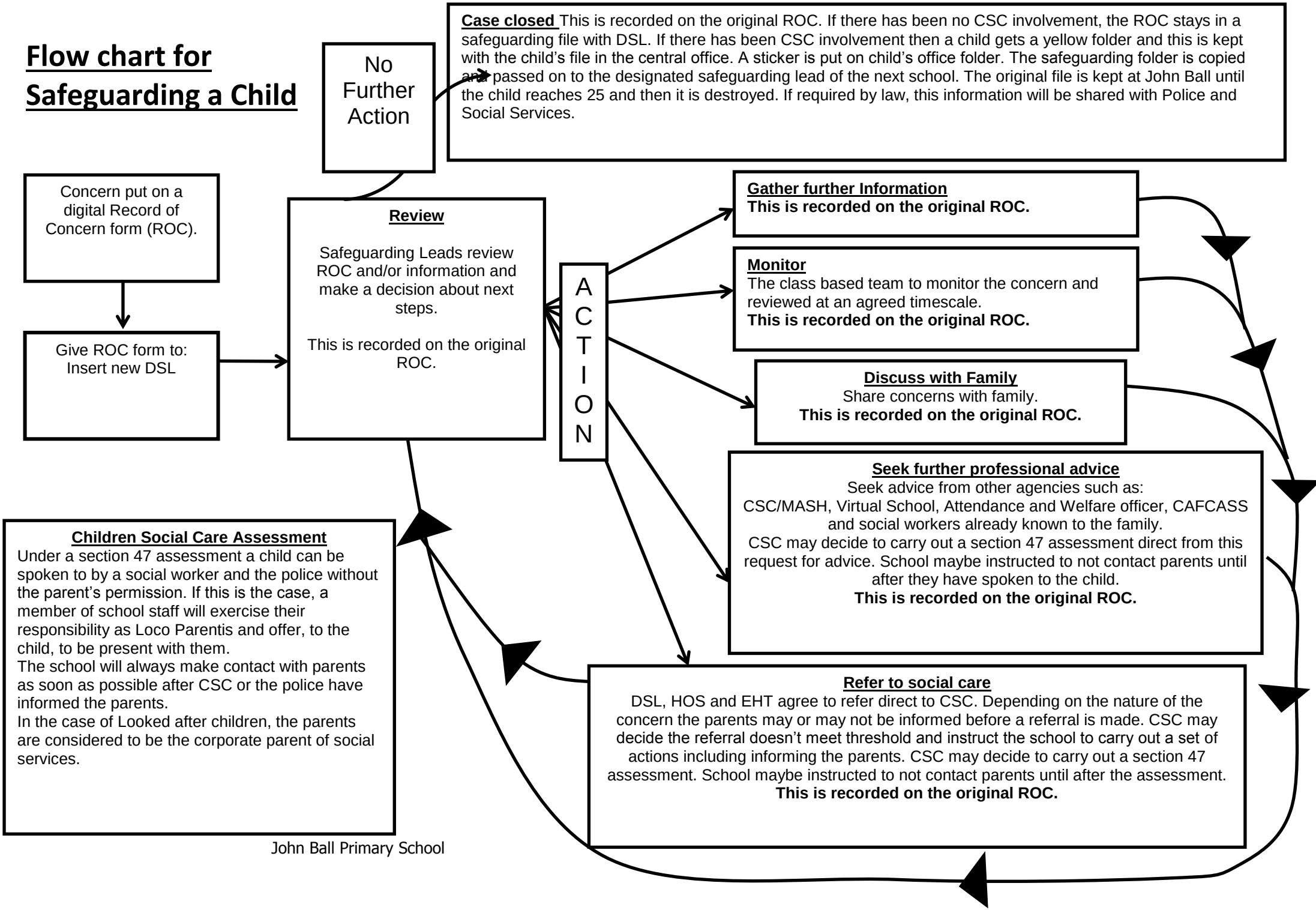
Please use this checklist to ensure robust procedures are followed during the recruitment of all new staff

Name of school:		**Staff member completing checklist:**	
Name of staff member:		**Date of completion:**	

Preparation for post	Y	N	Notes
There is a statement referencing the school's commitment to keeping children safe included in all documents eg "*This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*".			
The interview process has been planned to allow sufficient time for each stage of the process eg for collecting references and contacting referees.			
Adverts state that the successful applicant will be required to go through a robust vetting process eg all applicants will be required to have an enhanced DBS check if working in "regulated activity".			
Applicants are informed of their safeguarding responsibilities in job descriptions and other information sent to them. They are made aware that there is a strict code of conduct for all staff			
Applications			
All applications are received on a standardised application form. CV's are not accepted.			
Applicants are informed that; o The post is exempt from the Rehabilitation of Offenders Act 1974 o The successful applicant will be required to provide a DBS check at the required level o References will be taken up (prior to interview) and previous employers may be approached to verify information o The employer will seek information from previous employers about any disciplinary procedures relating to children or child protection concerns. o Providing false information is an offence.			
Application forms are scrutinised by at least 2 people o Is the form complete? o Is the information provided consistent? o Are there any gaps in employment?			

○ Are there any safeguarding concerns?			
Shortlisting			
Agree shortlisting panel. At least one person should have attended Safer Recruitment training within the last 3 years.			
References for all shortlisted candidates are sought prior to interview.			
Interview questions are agreed prior to interview.			
References are sought directly from the referee, not handed over by the candidate.			
Verbal references are always followed up by written ones.			
References are requested on a standard reference proforma.			
At least 2 references are sought, at least one is from the current employer or a previous employer where the candidate worked with children.			
References ask; ○ About the candidates suitability for the post and their suitability to work with children. ○ Whether there have been any disciplinary procedures relating to children ○ Whether there have been any allegations raised in relation to the safety or welfare of children.			
Referees are always phoned to verify that they have provided the reference and to discuss any content that needs checking			
Interviews			
The following checks are completed at the interview stage or prior to interview ○ The identity of the candidate ○ Specific qualifications or experience ○ Registration with a professional body if required ○ Right to work and live in the UK for overseas applicants ○ Whether they have lived or worked overseas for more than 3 months, even as a UK citizen			
All interviews are conducted face to face by a minimum of 2 people			
Interviews are structured so the same information is sought from each candidate			
Appointment			
When an offer of appointment is made is it made on condition that all pre-employment checks are satisfactorily completed including vetting (DBS) checks and prohibition checks for the UK and overseas.			

Flow chart for Safeguarding a Child



John Ball Primary School