Safeguarding and Child Protection Policy and Procedures

Bowes Primary School

Version	Action/Notes	Date Approved	Date to be Reviewed
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Overarching Principles

- At Enfield Learning Trust we consider there is no higher priority than ensuring the safety and well-being of all our children and young people, all of the time. We also take very seriously our duty to ensure the safe and effective care of all adults, including volunteers, who work within our family of schools.

- This means that our safeguarding responsibilities do not begin and end at the school gates, nor do they finish with the end of school bell. We are all responsible for creating a culture where our pupils feel safe in an environment where they can thrive in every aspect of their development and education.

- However, we live in a world which poses great risk to children and young people. In fact, the challenges of keeping our youngest and most vulnerable people safe are becoming ever more complex. We must therefore work with parents and carers and the many professional organisations which exist to provide support and expert guidance. Equally, we must educate our children in ways which are appropriate to their age and understanding about how they can take sensible precautions to keep out of harm's way. This is why we hold assemblies addressing such issues as knife crime and why we go to great lengths to ensure our curriculum keeps pace with the changing threats in society.

- We acknowledge that safeguarding incidents do occasionally happen in school and that sometimes things can go wrong. This drives our ethos of continuous improvement; if an incident happens we will act swiftly, take incisive action and learn any lessons to improve our practice and protocols.

- In ELT schools the headteachers are the designated safeguarding leads with overall responsibility for safeguarding and child protection. They are supported by a team of trained staff which includes the child protection lead who has primary role for child protection issues, and child protection officers. Their roles are set out in section 5 and each school's individual policy will identify the names of all designated staff.

- Additionally, ELT has a Safeguarding Steering Committee which meets each term to review safeguarding practise on an operational level and report any recommendations to the Trust Board.

- This Safeguarding and Child Protection Policy and Procedures sets out the legislation we must follow in schools and explains how we deal with any concerns or incidents that arise. It describes different forms of abuse and how our staff are trained to identify factors which may indicate a child is suffering harm. We review this policy thoroughly each year to make sure it reflects the most current thinking around best practice and that it supports our overriding ELT ethos that every child must 'be included'.

- To see an individual school's Safeguarding and Child Protection Policy and Procedures visit the school website.

1. Aims of the policy

It is a fundamental principle within this policy that all teaching and non-teaching staff are vigilant in their approach to safeguarding and understand the need to safeguard children at all times and are clear about their responsibilities in identifying and reporting possible cases of abuse in a timely manner.

Furthermore, the policy aims to:

- Develop structured procedures which encourages good communication between all members of the school community
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- Encourage all children to develop a sense of autonomy, independence, security, self-confidence and the vocabulary to be able to resist inappropriate approaches.
- Help children establish and sustain positive relationships within their families, with peers, and other adults.
- Work in partnership with parents/carers to build their understanding of, and commitment to, the principles of safeguarding all our children.
- Develop and promote collaborative working relationships with other agencies, especially the Police and Social Care.
- Ensure all adults within our schools, who have access to children, have been checked as to their suitability.

2. Legislation and statutory guidance

This policy sets out guidance and procedures that our schools will take to ensure appropriate action is taken in a timely manner to safeguard and promote the welfare of our pupils. Its contents are intended to be in accordance with all relevant Government guidelines and legislation, as well as the inter-agency procedures provided by the Local Safeguarding Partnership.

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by our Local Safeguarding Partnership.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police

where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children:

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

Liaison with other Bodies

- We work within the Local Safeguarding Partnership guidelines.
- We have a copy of 'What to Do if You Are Worried a Child is Being Abused' for parents/carers and staff, and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the Local Authority on safeguarding issues, including maintaining a list of names, addresses and telephone numbers of social workers to ensure that it is easy, in any emergency, for the school and Social Care to work well together.
- Details of the local NSPCC contacts are also kept.
- If a referral is to be made to the LA Children's Social Care department, we act within the Local Safeguarding Partnership guidance in deciding whether we must inform the child's parents/carers at the same time.
- Social Services and the Local Safeguarding Partnership is based at:
    - Charles Babbage House, 1 Orton Grove, Enfield EN1 4TU
    - Children's MASH (Multi Agency Safeguarding Hub) 020 379 5555
    - Out of hours - contact the Duty Officer: 020 8379 1000, in an emergency call 999
    - Local Safeguarding Partnership 020 8379 2767
    - Prevent 0208 379 6137
    - The NSPCC has a 24-hr help line: 0808 800 500

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

  Taking action to enable all children to have the best outcomes

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

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

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

A child includes everyone under the age of 18.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical, sexual or emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability, homophobic or transphobic abuse
- gender-based violence, or violence against women and girls
- radicalisation or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness

- poor parenting, particularly in relation to babies and young children
- any other issues that pose a risk to children, young people and vulnerable adults

Safeguarding also relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

4. Equality statement

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

- has special educational needs or disabilities (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- has returned home to their family from care;
- is a privately fostered child.
- is known to be living in difficult family circumstances – for example, temporary accommodation or where there are issues such as substance abuse, adult mental health problems or domestic violence;
- is showing early signs of abuse and/or neglect;
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- has English as an additional language

- is at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- is at risk of modern slavery, trafficking or exploitation;
- is an asylum seeker

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, trustees and local governors in our schools and is consistent with the procedures of the Local Safeguarding Partnership. Our policy and procedures also apply to extended school and off-site activities.

5.1 All Staff

All staff and volunteers have a responsibility to raise concerns about any suspicion of abuse, including those involving the attitudes or actions of colleagues.

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

All staff will be aware of:

- Our systems which support safeguarding, including the staff behaviour policy and the role of the designated safeguarding lead (DSL) and child protection lead (CPL)
- The early help process and their role in it, including identifying emerging problems, liaising with the CPL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The Designated Safeguarding Lead (DSL) and Child Protection Lead (CPL)

At each school the headteacher is the designated safeguarding lead (DSL) with overall responsibility for all aspects of safeguarding and child protection. Each school also has a child protection lead (CPL) who has primary responsibility for child protection matters. The CPL is supported by a team of child protection officers (CPO) who receive regular training updates.

The CPL at each school deals with child protection issues in the first instance but, in their absence, the other CPOs may act and report back to them. Similarly, if there is an issue in the wider safeguarding context, the matter will be referred to the DSL (headteacher) and in their absence, the deputy headteacher, who may act and report back. Each school's Safeguarding and Child Protection Policy and Procedures will identify the names of the DSL, CPL and CPOs and how they can be contacted.

DSL, CPL and CPOs are responsible for:

- Adhering to school procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that all safeguarding records are forwarded under confidential cover to a pupil's new school in the event of them leaving.
- Ensuring that any pupil currently subject to a Child Protection Plan who is absent without explanation is referred to Social Services on the first day of absence.
- Ensuring that all school staff have received safeguarding training, which is regularly reviewed and updated, and are informed of changes in legislation or good practice.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

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

The full responsibilities of the CPL are set out in their job description.

5.3 Role of Headteacher (DSL)

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

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website

- Ensuring that the CPL has appropriate time, funding, training and resources, and that there is always adequate cover if the CPL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

5.4 Safeguarding link governor on Local Governing Board (LGB)

Each school will have a Safeguarding Link on its LGB who will:

- Ensure school is providing a safe environment for children by monitoring compliance with this safeguarding policy
- Check school-based Single Central Record (SCR) for staff, contractors and volunteers
- Undertake necessary safeguarding training

5.5 Safeguarding link trustee for ELT

The Lead Trustee for Safeguarding will:

- Ensure consistency across ELT of compliance and implementation of policy
- Receive reports from LGB Safeguarding Links and report back to Trust Board on key issues
- Check Single Central Record held centrally at ELT
- Review this safeguarding policy on annual basis with the safeguarding steering group

5.6 ELT Board

The Board of Trustees will:

- Be accountable for safeguarding across the Trust
- Approve safeguarding policy (at least annually)
- Appoint a Safeguarding Link Trustee to monitor the effectiveness of this policy in conjunction with local safeguarding link governors from each Local Governing Board across each school. The Safeguarding Link Trustee is named on the Enfield Learning Trust website.

6. Confidentiality

- Confidentiality is a key principle which needs to be fully understood by all those working with children, particularly in the context of child protection.
- All matters relating to child protection are strictly confidential. We respect the right of families to have information about them dealt with sensitively and confidentially in line with statute and guidance. Child protection information referring to children in our schools will only be shared with staff on a strictly 'need to know' basis e.g. when sharing the information is demonstrably in the child's best interests.
- It is essential that staff are aware that they must share information in a timely manner and will report any concerns at the earliest opportunity with the appropriate person e.g. the DSL and/or Headteacher and with other agencies as appropriate.
- Staff need to know that they must not guarantee confidentiality to a parent or carer and must make it clear that information will be shared if there are concerns about the welfare of a child, even if they do not consent to the sharing of information.
- Similarly, staff should never promise a child that they will not tell anyone else about an allegation, as this may not be in the child's best interests. They must always make it clear to children in language that is appropriate to their age and understanding that any information may need to be shared so that measures can be taken to safeguard a child who may be at risk.
- Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in appendix 3.*7. Recognising abuse and taking action*

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

7.1 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell the CPL (see section 5.2) as soon as possible if you make a referral directly. The CPL will inform the DSL as soon as practicable.

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner

- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the CPL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the CPL as soon as possible that you have done so.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.
- **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the CPL and follow our local safeguarding procedures.
- **Any member of staff** who suspects a pupil is *at risk* of FGM, must speak to the CPL and follow our local safeguarding procedures.

7.4 If you have concerns about a child (not a child being in immediate danger)

- Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.
- Where possible, speak to the CPL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).
- You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Early help

- If early help is appropriate, the CPL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

- The CPL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

- If it is appropriate to refer the case to local authority children's social care or the police, the CPL will make the referral or support you to do so.
- If you make a referral directly (see section 7.1), you must tell the CPL as soon as possible.
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The CPL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- If the child's situation does not seem to be improving after the referral, the CPL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

7.5 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the CPL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

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

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

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

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

7.6 Concerns about a staff member or volunteer

- If there are concerns about a member of staff or volunteer, this must be reported to the headteacher as DSL. If there are concerns about the headteacher, report this to the chair of the LGB.
- You can also discuss any concerns about any staff member or volunteer with the DSL.

- The headteacher/DSL or chair of LGB will then follow the procedures set out in appendix 3, as appropriate.

7.7 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under the school's behaviour policy, but the Safeguarding and Child Protection Policy and Procedures will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put pupils in the school at risk
- Is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the CPL and record the allegation, but do not investigate it
- The CPL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The CPL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The CPL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

8. Notifying parents

- Where appropriate, we will discuss any concerns about a child with the child's parents. The CPL will normally do this in the event of a suspicion that the child is at risk or following a disclosure.
- Other staff will only talk to parents about such concerns following consultation with the CPL.
- If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. Mobile phones and cameras

- Parents are permitted, at the school's discretion, to take photographs/videos of their child in school events such as assemblies, etc. (parents have the right to withdraw their children from such events). However, these photographs/videos must not be shared or communicated on social media sites by the parent. Parents must not disrupt the event in anyway when taking photos or videoing. Any breach of this policy will be taken seriously and investigated.
- Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.
- Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Our schools will comply with the General Data Protection Regulation 2018 when taking and storing photos and recordings for use in the school.

10. Complaints and concerns about school safeguarding practices

10.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

10.2 Other complaints

Complaints which may involve more general safeguarding concerns will be dealt with in accordance with the ELT Complaints Policy and Procedures which is available on the website.

10.3 Whistle-blowing (see ELT Whistle Blowing Policy)

- Whistleblowing inside the work place is the term used to describe reporting by employees or ex-employees, of wrongdoing on the part of management, the Board of Trustees or by fellow employees.
- Wrongdoing may include for example, fraud, corruption, malpractice, breach of health and safety law, any other illegal or unethical act or breaches of the Trust Code of Conduct. Employees may, for this purpose include, for example, contractors and agency workers.

Protecting the Whistle-blower

- Under the Public Interest Disclosure Act 1998 a whistle-blower is protected from detriment and unfair dismissal. The Trust will support and not discriminate against concerned employees who apply the whistle-blowing procedure, provided any claim is made in good faith.

When Should Whistleblowing Procedures Be Used?

- If an employee has concerns about a matter which has implications for safeguarding and/or child protection but feels unable to report the matter in the normal way (through DSL and/or CPL as at 7.1) then they may use the whistle blowing process to report the matter. See ELT Whistle Blowing Policy for guidance on process.

11. Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the CPL.

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

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. :

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

12. Training

12.1 All staff

- All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our Local Safeguarding Partnership.
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- Volunteers will receive appropriate training, if applicable.

12.2 The Child Protection Lead and Child Protection Officers

- The CPL and CPOs will undertake child protection and safeguarding training at least every 2 years.
- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs/CPLs, or taking time to read and digest safeguarding developments).
- They will also undertake Prevent awareness training.

12.3 Governors

All trustees and local governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

12.4 Recruitment – interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

13. Monitoring arrangements

This policy will be reviewed **annually** by the Safeguarding Steering Committee and Chief Operations Officer. After the policy has been reviewed it will be referred to the Trust Board for approval.

14. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints Policy and Procedures
- Attendance
- Health and Safety
- Relationship and Sex Education
- First Aid
- Curriculum
- Whistle blowing

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

Appendix 1: types of abuse

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

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

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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

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

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

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

In addition to the above, we recognise that there are a number of specific safeguarding issues that require special consideration due to their complex nature.

See Appendix 4 which sets out details of specific safeguarding issues.

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

We will record all information on the checks carried out in the school's single central record (SCR) which is held centrally at ELT. Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below. Additionally, each school will keep their own SCR to keep records of local contractors working on site.

Appointing new staff

When appointing new staff, we will:

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

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

Regulated activity means a person who will be:

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

Existing staff

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

Agency and third-party staff

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

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

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

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

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

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

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

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All trustees and local governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

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

- Section 128 direction [only required for local governors if they have been delegated any management responsibilities]
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Appendix 3: allegations of abuse made against staff

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

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

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

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

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

Suspension

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

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

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

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

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

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

teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, and where there is not a criminal prosecution, whether there has been any disciplinary process undertaken (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 5 school days wherever possible
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 school days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days if practicable

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

- If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the LADO whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.
- If the individual concerned is a member of teaching staff, the investigating officer and CEO will discuss with the LADO whether to refer the matter to the Teacher Regulation Agency (formerly NCTL) to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

- If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.
- The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation if they are still attending the school.

Unsubstantiated or malicious allegations

- If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the person(s) who made it.

Confidentiality

- The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:
    - Who needs to know about the allegation and what information can be shared
    - How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
    - What, if any, information can be reasonably given to the wider community to reduce speculation
    - How to manage press interest if, and when, it arises

Record-keeping

- The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:
    - A clear and comprehensive summary of the allegation
    - Details of how the allegation was followed up and resolved
    - Notes of any action taken and decisions reached (and justification for these, as stated above)
- If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.
- The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

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

Learning lessons

- After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to ELT's procedures or practice to help prevent similar events in the future.
- This will include consideration of (as applicable):
    - Issues arising from the decision to suspend the member of staff
    - The duration of the suspension
    - Whether or not the suspension was justified
    - The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix 4: Specific safeguarding issues

Children missing from education

- A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.
- There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:
    - Are at risk of harm or neglect
    - Come from Gypsy, Roma, or Traveller families
    - Come from the families of service personnel
    - Go missing or run away from home or care
    - Are supervised by the youth justice system
    - Cease to attend a school
    - Come from new migrant families
- We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.
- Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.
- If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Child sexual exploitation

- Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.
- This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

- Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.
- If a member of staff suspects CSE, they will discuss this with the CPL. The CPL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

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

FGM

- The CPL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.
- Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.
- Indicators that FGM has already occurred include:
  - A pupil confiding in a professional that FGM has taken place
  - A mother/family member disclosing that FGM has been carried out
  - A family/pupil already being known to social services in relation to other safeguarding issues
  - A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour

- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

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

Forced marriage

- Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.
- Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.
- If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the CPL.

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

Preventing radicalisation

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.
- Schools have a duty to prevent children from being drawn into terrorism. The CPL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.
- We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our Local Safeguarding Partnership and local police force.
- We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.
- There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.
- Staff will be alert to changes in pupils' behaviour.
- The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:
    - Refusal to engage with, or becoming abusive to, peers who are different from themselves
    - Becoming susceptible to conspiracy theories and feelings of persecution
    - Changes in friendship groups and appearance
    - Rejecting activities they used to enjoy
    - Converting to a new religion
    - Isolating themselves from family and friends
    - Talking as if from a scripted speech
    - An unwillingness or inability to discuss their views
    - A sudden disrespectful attitude towards others
    - Increased levels of anger
    - Increased secretiveness, especially around internet use
    - Expressions of sympathy for extremist ideologies and groups, or justification of their actions

- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

- Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.
- If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the CPL.
- Staff should **always** take action if they are worried.

Peer on peer abuse

- Some children may abuse their peers, which can manifest in many ways including: bullying, online abuse, gender-based abuse, 'sexting', and sexually harmful behaviour;
- Harmful behaviour across any of our schools in ELT is not tolerated, and we will take swift action to intervene where this occurs, including referrals to Social Care and/or Police where appropriate;
- We will use lessons and assemblies to help children understand, age-appropriately, what abuse is, and encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Gangs and youth violence

- We recognise that children are vulnerable, at any age, to being drawn into a gang environment and being targeted as perpetrators, or victims, of violence to others;
- We understand the positive impact that education, and spotting and responding to early warning signs of gang behaviour and violence, can have on affecting a positive outcome for a child and for building resilience to gang culture;
- We will be vigilant to any signs of our pupils being drawn into, or affected by, gangs and youth violence, and will work with local agencies to safeguard any perpetrators and/or victims.

Appendix 5: TEDDY Acronym



Below is an acronym on how to deal with a conversation of disclosure with a child.

TEDDY

T - Tell me what happened

E - Explain what you mean (so you are clear about people and events)

D - Describe what happened

D - Do not promise confidentiality

Y - Your responsibility is to contact designated staff

Procedures

What to do if someone discloses to you.

A child may choose to confide in any member of staff. Please remember:

- Yours is a listening role. Do not interrupt the child if he or she is recalling a significant event. Any questions that may be needed to clarify what the child is saying should be framed in an open manner and not lead the child in any way.
- Make a note of the discussion on the 'logging a concern' sheet as soon as possible (but within 24 hours). This must include the time, date, place and full names of anyone present as well as what was said – this could be used as evidence.
- Inform the designated member of staff as soon as possible and pass on the completed 'logging a concern' form. They will now take on the responsibility for any further action.
- Do not promise confidentiality. You have to pass this information on.
- If you have any doubts – always speak to a designated member of staff.

Appendix 5: DSL School Poster

Safeguarding Team



Effie Demetriou – Designated Safeguarding Lead



Di Moore – Designated Deputy Safeguarding Lead



Kelly Hitchcock – Designated Deputy Safeguarding Lead



Annick Sudre – Designated Child Protection Lead



Miranda Thompson – Designated Child Protection Officer

If you are concerned for a child's health, welfare or safety in any way you must speak to one of the above members of the safeguarding team before you leave the school site. Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests that they are at risk of harm, allow them to tell you as much as they wish. Please reassure the pupil that you have listened and that you must pass on the information to the safeguarding team.

If you have any questions or wish to see our child protection and safeguarding policy please see our school's website, a member of the safeguarding team or the school office. Thank you.

Appendix 6: School Procedures

Schools should add their local procedures to appendix 6 (if required).

This Policy will be reviewed by the Board of Trustees on an annual basis.

Signature of Chair of Trustees:	Signature of Chief Executive Officer: