



# **CHILD PROTECTION POLICY\***

## **FOR**

# **GRAVEL HILL PRIMARY SCHOOL**

  

## **OCTOBER 2016/17**

<i><b>Role</b></i>	<i>Designated Safeguarding Lead for Child Protection</i>	<i>Deputy Designated Safeguarding Lead</i>
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*Our 'Named Governors' with special responsibility for child protection are Mrs Y Golding and Mrs Teale*

*\*PLEASE NOTE THAT A COPY OF THIS CHILD PROTECTION POLICY (WHICH INCLUDES OTHER SAFEGUARDING ISSUES EVERYONE NEEDS TO BE AWARE OF) IS AVAILABLE ON OUR SCHOOL'S WEBSITE [www.gravelhillschool.co.uk](http://www.gravelhillschool.co.uk)*

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*Linked policies include: Health and Safety, Whistle blowing, Safer Recruitment, Policy for managing behaviour including anti bullying and anti-racism strategy, Bexley LSCB Protocol for Managing allegations against staff, Peer on Peer abuse Policy and Procedures and E-Safety*

## **Introduction**

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the **London Child Protection Procedures and Practice Guidance (30 September 2016)**.

This policy also reflects the requirements of **'Working Together to Safeguard Children' (March 2015)** and **'Keeping Children Safe in Education' (5 September 2016)**.

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes

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

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child may be abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger. This includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect of a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse, the school will consider whether the Common Assessment Framework approach should be considered.

## Policy Statement

**At Gravel Hill Primary School, we are committed to practice, which protects children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm.**

### **Aims:**

We will aim to safeguard children by:

1. Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
2. Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
3. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
4. Carefully following the procedures for recruitment and selection of staff and volunteers.
5. Providing effective management for staff and volunteers through support, supervision and training.
6. We are committed to reviewing our policy and good practice annually and as when the need arises.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
2. Ensure children know they can approach adults employed in the school if they are worried.

3. Include opportunities in the SMSCD (Spiritual, Moral, Social, and Cultural Development) curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

## Procedures

We will follow the procedures set out by the London Child Protection Procedures and Practice Guidance and Bexley Safeguarding Children Board and take account of guidance issued by the Department for Education to:

1. Ensure we have a Designated Safeguarding Lead for child protection who is a member of the School Leadership Team and who has received appropriate training and support for this role. The Designated Safeguarding Lead at the time of writing this policy is **Miss M Neale**.
2. Ensure we have a nominated governor responsible for child protection. The nominated governor at the time of writing this policy is **Mrs Y Golding, Mrs Teale is the deputy nominated governor**.
3. Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Safeguarding Lead responsible for child protection and their role. *Refer to school handbook*.
4. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and of possible concerns being raised in this school as safeguarding incidents could happen anywhere. All staff and volunteers have a responsibility for referring any concerns to the Designated Safeguarding Lead responsible for child protection.
5. Ensure that the school has a written Code of Staff Conduct, which is shared with all current staff and forms part of the induction training for new staff.
6. Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
7. Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
8. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. (if it proves impossible to send a representative a written report should be submitted to the child protection conference chairman)
9. Keep written chronological records of concerns about children, even if it is assessed that a referral is not necessary; and if that is the case, consider whether a common assessment should be undertaken.
10. Ensure all records are kept securely; separate from the main pupil file.

11. Follow procedures laid down by the London Borough of Bexley LSCB where an allegation is made against a member of staff or volunteer.
12. Ensure safer recruitment practices are always followed.
13. Ensure evacuation procedures are always followed. Children take part in Evacuation procedures throughout the year; all school staff/personnel are aware of these procedures.
14. When a child transfers to another school the Designated Safeguarding Lead will contact the designated member of staff of the receiving school to inform them that there are concerns.

### **Definitions of abuse**

These definitions are based on those from '*Working together to Safeguard Children (2015)*' & 'the **London Child Protection Procedures and Practice Guidance (30 September 2016)**).

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### **Physical abuse**

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

### **Emotional abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger - e.g. witnessing domestic violence
- Exploitation or corruption of children

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts.

It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

**Neglect**

Neglect involves 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 and development.

This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

**OTHER SAFEGUARDING ISSUES****Child Sexual Exploitation**

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 with the perpetrator always holding 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 is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

At Gravel Hill Primary school, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of CSE,
- vigilant to the risk of it being practised and
- alert to the signs of potential or actual abuse.

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or actually being sexually exploited.

### **Female Genital Mutilation**

Female genital mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. The procedure is typically performed on girls aged between four and 13 years, but in some cases FGM is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the United Kingdom (UK) and carries 14 years jail sentence. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm.

At Gravel Hill Primary School, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of FGM,
- vigilant to the risk of it being practised
- alert to the signs of potential or actual abuse
- expected to refer the case to 'Children's Social Care' once they are aware that a girl is at risk or has already undergone 'FGM'. Staff will personally report to the police, cases where they discover that an act of FGM appears to have been carried out. However, the duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or more\*.

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or to have undergone FGM.

\* *Keeping children safe in Education – Statutory guidance for schools and colleges (5 September 2016).*

### **Private Fostering**

Private fostering is when a private arrangement is made between a parent and a carer for a child under the age of 16 (under 18 if disabled) to be cared for by someone who is not their parent or a 'close relative' for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

At Gravel Hill Primary School, all staff and volunteers working in our school have a duty to keep children safe and as such will notify the Local Authority if we are aware of any child being privately fostered.

## **Racism**

At Gravel Hill Primary School, all members of staff and volunteers have a duty to model and promote behaviour that recognises and encourages racial equality and harmony in every aspect of life. All staff and volunteers are encouraged to be vigilant in recognising the use of racist language, racial stereotyping or any prejudicial behaviour likely to cause or provoke disharmony and/or conflict. Such episodes, when brought to light, are addressed swiftly and sensitively. Incidents of racial abuse of violence will therefore be reported, thoroughly investigated and their outcomes recorded in student files.

## **Radicalisation and Extremism (Prevent Duty)**

Under Section 26 of the Counter-Terrorism and Security Act 2015, Gravel Hill Primary School is subject to the 'Prevent Duty' which means that in the exercising of our functions, we have due regard to the need to prevent children from being drawn into terrorism. We therefore assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. We understand that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology as it can happen in many different ways and settings.

Extremism is defined as "the holding of extreme political or religious views."

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

Should there be any examples of radicalisation or extremism suspected in the school then this would be treated as any other Child Protection issue, where children are deemed to be vulnerable, with an immediate referral to the Designated Safeguarding Lead or to the Channel Programme.

**IMPORTANT:** Staff should be aware that they need to suspend any professional disbelief that "This could not happen here". We take this form of abuse very seriously and will take timely and appropriate action in respect of concerns about any child suspected to be at risk.

## **Signs and Symptoms of Abuse**

Pupils may exhibit signs that may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place, but the possibility should be considered. Guidance on recognising signs & symptoms of abuse can be found in the London Child Protection Procedures and Practice Guidance (30 September 2016) and the NSPCC website. A risk assessment matrix for children at risk of radicalisation or extremism is available from the Bexley LSCB website and a copy is held in the Designated Safeguarding Lead's office.

What to do if you suspect that abuse may have occurred

You must report the concerns immediately to the Designated Safeguarding Lead (Miss M. Neale) by completing an 'Internal Notification of Concern' form and handing it directly to her, and also explaining your concern. In the absence of the Designated Safeguarding Lead, speak to either of the Deputy Designated Safeguarding Leads (Mrs Z Mayston, Mrs Montgomery or Mrs E Sinclair). In their absence, speak to the most senior member of staff on the premises. Both the Head teacher and the Deputy Head teacher are contactable on their school mobile phone when not on the school premises.

## **The responsibilities of the Designated Safeguarding Lead:**

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate. They should also consult with the Local Authority Designated Officer (LADO – see **appendix A**).
- They should also consult with London Borough of Bexley Children's Social Care (includes the Disabled Children Services) or Safeguarding Children Service to clarify any doubts or worries (For contact details, see **appendix B**)
- The Designated Safeguarding Lead should make a referral to Children's Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child.
- The referral should be made to Children's Social Care in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Children's Social Care Department in that borough. In Bexley referrals are made to the Children's Social Care department. If the child is disabled, the referral should be made to the Disabled Children Service.
- A telephone referral should be made and confirmed in writing using an inter-agency referral form (available on the school portal or through the London Borough of Bexley or LSCB websites) within 48 hours.
- When making a referral, the Designated Safeguarding Lead should keep a written record of:

- Discussions with child
  - Discussions with parent/s (where appropriate)
  - Discussions with staff
  - Information provided to Children's Social Care
  - Advice given and decisions taken (clearly timed, dated and signed).
- Children's Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days.
  - Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Safeguarding Lead.

For detailed information on the Role of the Designated Safeguarding Lead, please see **Appendix C**.

**The Designated Safeguarding Lead is Miss M Neale and has been nominated by the governing body of Gravel Hill Primary School to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of Miss M Neale, the matter should be brought to the attention of Mrs Mayston , Mrs Montgomery or Mrs Sinclair. In the absence of any of them, speak to the most senior member of staff on the premises.**

Suspicious will not be discussed with anyone other than those nominated above.

***It is the right of any individual to make direct referrals or raise concerns directly with Children's Social Care services.*** If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the Children's Social Care services directly.

### **Responding to a child making an allegation of abuse**

- Stay calm, listen carefully to what is being said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be share with others (DO NOT promise to keep secrets)
- Allow the child to continue at his/her own pace
- Ask questions for clarification only and at all time, avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Pass this information on immediately to your Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in her absence.

After a child has disclosed abuse, the Designated Safeguarding Lead should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

## **Responding to Allegations of abuse against a member of staff, other worker or volunteer**

The Bexley LSCB procedures on allegations against school staff, other workers or volunteers will be followed in all such cases. It is available on the school portal and the Bexley LSCB website.

## **Responding to Allegations of abuse against another pupil (Peer on Peer abuse)**

Keeping Children Safe in Education (5 September 2016) states that '**Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with**' (page 19). The document also states that it is most important to ensure opportunities of seeking the voice of the child are heard, '**Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.**'

After a child has disclosed abuse by another child (with particular reference to sexually harmful behaviour), the Designated Safeguarding Lead should make a referral to Children's Social Care in line with the '*London Child Protection Procedures and Practice Guidance*'. This is also the case when there is a suspicion or an allegation of a child:

- Having been seriously physically abused or being likely to seriously physically abuse another child;
- Having been seriously emotionally abused or being likely to seriously emotionally abuse another child;
- Having harmed another child.

Due to the sensitive nature and specific issues involved with peer on peer abuse we have decided to produce a '*Peer on Peer Policy and Procedures*' for our school. For detailed information, please refer to our '*Peer on Peer Policy and Procedures*' document.

## **Concerns relating to a member of the school staff or other person in a position of trust:**

- If the suspicions in any way involve a member of staff, the matter needs to be brought to the attention of the Designated Safeguarding Lead for Child Protection immediately who will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO). If the suspicion involves the Head teacher, advice needs to be sought from the LADO and the Chair of the Governing Body is to be informed immediately.
- The Head teacher or deputy Head teacher will attend any Position of Trust/Strategy Meetings relating to allegations against staff.
- The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.

- The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. ‘Grooming’ a child or young person under 18 with a view to a future sexual relationship may also be an offence in this context.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

## **Recruitment and appointment of workers and volunteers**

Refer to standard recruitment and appointment policy for staff recruitment. In recruiting and appointing workers, we, Gravel Hill Primary School, will be responsible for following Bexley HR Service, Recruitment and selection guide for schools. A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Draw up the Selection criteria and put together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.
- We will make sure that we measure the application against the selection criteria
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them” substantial, unsupervised access on a sustained or regular basis” to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that your applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport and proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call.
- The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers.
- We will ensure that we are compliant with all the requirements of the Disclosure and Barring Service.
- When using supply teachers, the school will ensure that the agency has undertaken appropriate checks. The supply teacher will be asked to provide evidence before they

start work in the form of two types of identification such as their photographic ID as well as a letter (from the agency).

**In recruiting and appointing volunteers we at Gravel Hill Primary School will be responsible for the following:**

- All volunteers will be asked to provide a brief written application confirming their details, experience, etc.
- All volunteers will be interviewed.
- Currently there is discretion in respect of detailing enhanced DBS checks on all volunteers. This decision must be made by the Head teacher and will be based on the duties that the volunteer will be involved in. The school will comply with the new definition of regulated activity, supervised and “unsupervised” as of September 2012. As such, at the discretion of the head teacher and the activities engaged in, volunteers may have to undergo enhanced DBS checks if they will be in regulated activity and may be unsupervised at any time;  
The school will continue to carry out an enhanced DBS check whenever necessary and possible.
- Enhanced DBS checks are also carried out on governors.
- Whenever possible a volunteer should be asked for references. It is acknowledged that this may not be from an employer but can be a personal reference.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.

***Further information regarding work experience students to be supplied by Education Business Partnership.***

**Supervisory arrangements for the management of *Gravel Hill Primary School* out of school hours activities.**

*We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school’s Safer Working Practices Policy and Code of Conduct:*

- We will keep a register of all children attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Where applicable, all clubs independent of the school must have their own child protection policy & procedure in line with the school's
- The club will keep a register of all children attending the activities and give a copy to the school.
- The club will keep a register of all team members (both paid staff members and volunteers) and ensure they are DBS checked and comply with the regulations.
- Registers will include arrival and departure times.
- Our team members will record any unusual events on the accident/incident form.
- Written consent from a parent or guardian will be obtained for every child attending our activities.

- Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff / outside providers should not be alone in a closed room with a child.
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone.
- All team members should treat all children with dignity and respect in attitude, language and actions.

### **Student who go missing on / off school site:**

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. While on school visit, it is good practice for younger students to wear easily identifiable clothing, badges or hats. However, students should not wear any badge identifying them by name. They are expected to know details of their destination and of school contacts and it would be good practice for younger students to carry written details of these. Procedures are in place if a student should go missing in / out of school (see **appendix D**).

### **Education of students through Spiritual, Moral, Social, and Cultural Development (SMSCD) and Assemblies:**

Students are encouraged to safeguard themselves by being educated on drugs, alcohols, sex and relationships through SMSCD and Assemblies.

### **Additional Support Plans (Behaviour support):**

This includes strategies that help to prevent safeguarding issues in school such as

- Positive physical intervention when necessary
- Behaviour interventions
- Specific strategies for students who are allocated to a member of staff they can talk to about issues of concern or another professional preferably a counsellor that they can talk to.
- Learning Mentor that sweeps up behaviours
- Students with 1:1 Teaching Assistant support

### **Management of Children with Child Protection Plan:**

- If a child is subject to a Child Protection Conference, the Designated Safeguarding Lead will attend the conference to share any relevant information.
- If the child has a Child Protection Plan, the Designated Safeguarding Lead is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.

- If a child with a Child Protection Plan has an unexplained absence from school for two or more consecutive days, the Designated Safeguarding Lead will inform the Social Worker.

### **Additional vulnerabilities for ‘Looked After Children’**

At Gravel Hill Primary School, we have a ‘Designated Safeguarding Lead for Looked After Children’ who has appropriate training to promote the educational achievement of children who are looked after. The name of the staff is Mrs Montgomery and can be contacted via the main school office. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff and volunteers have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, we ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

We also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The ‘Designated Safeguarding Lead for Child Protection’, through the ‘Designated Safeguarding Lead for Looked After Children’, have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

### **Exclusions Policy:**

A student who physically or sexually harasses others may be excluded.

### **Support and Training of staff and volunteers**

We at Gravel Hill Primary School are committed to the provision of safeguarding training for all our team members.

In addition to the basic safeguarding training, the Designated Safeguarding Lead for Child Protection undertakes refresher training at least every 2 years (in inter-agency working that is agreed by the LSCB) and regularly keep her knowledge and skill up to date by means of bulletins, meeting with other Designated Safeguarding Leads from other schools etc.

All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at least every year. This will be supported regularly with updates provided by the Designated Safeguarding Lead through staff meetings.

In addition to this Policy, staff must have read the Part One of the ‘Keeping Children Safe in Education (September 2016) and the ‘School’s Staff Code of Conduct’.

### **Record Keeping**

- Department of Education guidance says that the Designated Safeguarding Lead should keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.

- Bexley LSCB promotes the use of a chronological record for concerns (see **appendix E**).
- If a child transfers to another school or other educational establishment, the Designated Safeguarding Lead should forward the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '**confidential, to be opened by addressee only.**'
- The Designated Safeguarding Lead should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued.
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

### **Confidentiality**

We recognise that all matters relating to child protection are confidential.

- The Head teacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a '**need-to-know**' basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

### **Information Sharing**

***When considering sharing information the staff will consider the seven golden rules:***

1. Remember that the Data Protection Act is not a barrier to sharing information, it provides the framework.
2. Be open & honest with the person from the outset about how information may be shared.
3. Seek advice, do not fail to share information because you are unsure what to do.
4. Share with consent where appropriate and respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared.
5. Consider safety and well-being of the child and base information sharing decisions on this.
6. Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent to share it.

7. Keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.
- 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 Bexley Safeguarding Children Service on this point.

### **Working together with parents / guardians to better safeguard children:**

To better safeguard children, parents / carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will also inform parents /carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

Schools have a responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school. As a result, parents and carers will be expected to read, understand and agree the following statement:

*'As a parent/carer, I understand that I am responsible for disciplining my children, or those under my care, when they are not in school. I fully understand and am aware that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement has been used or where that force has resulted in injury and the use of prolonged stress positions (this is where children are placed in a position of discomfort for a long period of time). I understand that in such circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the Police may be asked to investigate. For more information, please see the Gravel Hill's Child Protection and Safeguarding Policy on the school's website.'*

## **13. Safer working practice for staff**

### **1. Interviewing Pupils**

All staff, male or female, should be aware of the potential risks (i.e. false allegations against staff) of interviewing a pupil alone, particularly if the pupil has an experience of sexual/emotional abuse. Interviewing individual pupils is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they are not in a compromising position where allegations can be made against them.

Suggested protective measures to consider:

- Ask another person (teacher or pupil's friend – as appropriate to the content) to sit in on the interview:
- Sit in a room where it is possible to be observed through a window or glass-panelled door:
- Do not close the door of the room, if you are not clearly visible from outside the room.

## 2. Transporting Pupils

Situations often arise, which require a member of staff to take a pupil home. Staff should be aware of the risks involved in this. When a pupil has to be taken home, the teacher should not normally transport the pupil unless accompanied by another colleague. No staff should be alone with a pupil in this situation.

## 3. Use of Technology

All staff in our school will use technology to support and promote the learning and welfare of the children. However certain safeguards should be remembered:

- Mobile phones - Staff will NOT give any child their personal mobile phone number and will not contact the child on the child's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles. Staff should not use a mobile phone in the presence school pupils and pupil areas of the school site unless it is an emergency. In relation to photographs, staff **must not** use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school. Staff will have an absolute commitment to seek advice from a senior manager about any situation that may be capable of being understood as inappropriate.
- Staff will ensure Bluetooth is disabled when on school premises on all personal mobiles and laptops.
- Communication by email should only be through the school's email system and personal emails must not be shared with children. Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but must use official email and networking sites sanctioned by the school. Staff should be extremely careful in their personal use of social networking sites and must not discuss school business or any issues relating to pupils.
- Use of Internet: Staff will NOT access or expose children or young people to unsuitable material on the internet. Staff will ensure that they follow e-safety standards about access to and use of the internet and be mindful of the Teacher Standards. The Head teacher will have the final decision on whether a member of staff has behaved in an inappropriate or unprofessional manner.

### Examples of inappropriate conduct might include:

- Participating in chat rooms with pupils,
- Use of a social media site such as Facebook or Twitter to communicate with pupils,
- Text-messaging,
- The promotion of non-school activities such as outside clubs and organisations or
- Sending emails that are not directly related to the pupil/teacher relationship and specifically relating to school business.

#### 4. Use of Physical Intervention

- It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
  - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil ) ;
  - b. causing personal injury to , or damage to the property of, any person  
(including the pupil himself ) ; or
  - c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The school will make use of the powers to search pupils for items that the school deems as banned, inappropriate, a safeguarding risk or prevent the maintenance of good order and discipline, e.g. mobile phones.

#### **E-Safety in *Gravel Hill Primary School***

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of E-Safety do arise as some students use the technologies negatively.

- In Gravel Hill Primary School, we have a major responsibility to educate our pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. It is also important to include parents as much as possible in this process given that children often have access to computers at home.
- It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff **must not** however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- In Gravel Hill Primary School, we have a robust filter for the internet and a system for monitoring computer usage, which takes screen shots if any word from our 'trigger' list is typed. If a student is caught viewing inappropriate material on a computer or on their mobile phone via the School system during School hours, they will receive a serious sanction. However, out of School and particularly on mobile phones connected to the

mobile networks, there is often no supervision, monitoring or filtering. See **appendix F** for guidelines to support parents / guardians.

- Cyber-bullying is unfortunately another area which is growing rapidly. It is different from more traditional forms of bullying. Some students have 24 hour access to the internet or a mobile phone and so it can be hard to escape. The audience for the bullying can be potentially huge and comments and pictures are likely to stay online forever.
- The school is committed to working within the Bexley LSCB Combating Bullying Strategy.
- As with all forms of bullying, the School will deal with this in accordance with the Behaviour Policies (particularly the Anti-bullying and Cyberbullying policies), even if the cyber-bullying is happening outside School hours. A referral to the Anti-bullying Project will be made as appropriate.

If parents / guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the School as soon as possible.

### **Supporting the Pupil with a Child Protection Plan:**

- The school will support pupils in accordance with his/her agreed child protection plan as required.
- The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team
- We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

### **Children educated off site**

#### **DISCLOSURE BY A CHILD ATTENDING THE PUPIL SUPPORT CENTRE AT ST AUGUSTINE**

If a member of staff has a concern about a child attending the Pupil Support Centre, or a disclosure is made by a child, the following procedure should be adhered to:

The member of staff must complete as much information as possible on the white safeguarding form, and take this without delay directly to the Designated Safeguarding Lead for Child Protection CPO1 (Mark Alexander-Smale) or, in his absence, CPO2 (Joanne Jay) or CPO3 (Liz Hayle). The CPO will contact the child's school immediately via telephone and arrange for the school office to fax a copy of the form to the child's school. It is expected that the child's school will follow their child protection procedures and arrange for the disclosure to be dealt with by their CPO. In the event that we are unable to contact the school, the CPO at

St Augustine will deal with the disclosure in accordance with the St Augustine Safeguarding Policy, whilst the school office continue to attempt to contact the child's school. All information relating to the disclosure will be passed to the child's school.

### **The curriculum**

Through the curriculum, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from abuse.

### **Whistle blowing**

Staff should be aware that children may feel unable to express concerns in an environment where staff fails to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the Local Authority's whistle blowing policy.

### **Equality Statement**

*Gravel Hill Primary School* is committed to promoting equality and prevent discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

### **Commitment of the Governing body of Gravel Hill Primary School**

The governors of Gravel Hill Primary School are committed to safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of Gravel Hill Primary School. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We are supported by London Borough of Bexley in all child protection matters.

We have accepted this policy and will implement it. As part of our commitment, we, the governing body of Gravel Hill Primary School will ensure that this Safeguarding and Child Protection Policy is reviewed on an 'annual' and an 'as and when necessary' basis. We will also make child protection a standing agenda at all of our meetings and monitor this Policy by replying to reports, from the Head Teacher and staff, tabled at Full Governing Body meetings.

*This policy should be given to all new employees and made freely available to all staff, parents and carers.*

### **Confirmation of policy**

**School: Gravel Hill Primary School**

**Date of review: October 2016**

**Head teacher (name):** Miss M. Neale

**Head teacher (signature) :** 

**Chair of Governors (name):** Mrs Hazel Teale

**Chair of Governors (signature) :** .....

**Date policy ratified by Governing Body:** October 2016

**Date to be reviewed:** October 2017

## **APPENDIX A**

### **THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)**

The LADO works within Children’s Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

In Bexley, the LADO heads the Safeguarding Children Service which offers members of the public and other professionals specialist advice, support and guidance about:

- Child protection (safeguarding) advice
- Issues regarding children looked after by the Council
- Concerns regarding the behaviour of professionals or volunteers who work with children

The Safeguarding Children Service has responsibility for convening and chairing Initial and Review Child Protection Conferences.

The service maintains a list of children subject to a child protection plan: thought to be at risk of significant harm in the borough, and works to ensure that child protection plans are made and implemented on their behalf.

In addition to chairing child protection conferences, the Safeguarding Children Officers chair complex strategy meeting such as

- Where an allegation has been made against a professional or volunteer who works with children
- Children at risk of sexual exploitation
- Looked after children who abscond from their placement

*(culled from [http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/lscbs/lado\\_wda68916.html](http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/lscbs/lado_wda68916.html) and <http://www.bexley.gov.uk/index.aspx?articleid=4686>)*

**APPENDIX B  
MAKING CONTACT WITH OTHER AGENCIES**

*In the case of concern about a child's safety, wellbeing or abuse of a child*

**EMERGENCY DUTY TEAM**

Telephone: 0203 045 5440

Fax: 0203 045 5445

Email: [ChildrensDutyteam.admin@bexley.gov.uk](mailto:ChildrensDutyteam.admin@bexley.gov.uk)

**DISABLED CHILDREN'S SERVICE**

Telephone: 0203 045 3600

Fax: 0203 045 3891

**BEXLEY SAFEGUARDING CHILDREN'S SERVICE**

Telephone: 020 3045 3266

Fax: 02030453891

**BEXLEY LADO**

**James McMillan**

The LADO can be contacted on the email or telephone numbers below:

Email: [james.mcmillan@bexley.gov.uk](mailto:james.mcmillan@bexley.gov.uk)

Email: [LADO@bexley.gov.uk](mailto:LADO@bexley.gov.uk)

Email: [childrens.triageteam@bexley.cjsm.net](mailto:childrens.triageteam@bexley.cjsm.net)

Tel: **020 3045 5543** (direct dial)

Mobile: **07950 562936**

Tel: **020 3045 5645** (LADO Admin)

Tel: **020 3045 5440** (Front Door Team)

Fax: **020 3045 3585**

If you are unable to contact James McMillan or the LADO Admin directly, please call through to the Front Door Team, Tel: **020 3045 5440** or **0208 303 7777**. The Social Worker on duty will be able to give you advice or will forward a message. Alternatively, please email using the addresses above. The LADO will endeavour to get back to you the same day.

**BEXLEY FAMILY WELL BEING SERVICE**

Contact: Charmaine Malcolm

Email: [Charmaine.Malcolm@bexley.gov.uk](mailto:Charmaine.Malcolm@bexley.gov.uk)

Telephone: 0208 303 7777

**BEXLEY LOCAL SAFEGUARDING CHILDREN BOARD**

Telephone: 020 3045 4125

### **COMPLEX NEEDS MANAGER**

Janine Wooster  
Telephone: 01322356333

### **ANTI-BULLYING PROJECT**

Michelle Pollard  
Telephone: 07974184796 (9am – 5pm)

### **NSPCC**

Telephone: 08088005000

### **POLICE CHILD ABUSE INVESTIGATION TEAM**

Telephone: 0207 230 3700 (8am – 6pm) or calls outside these hours should be made to 999

*In the case of allegations against staff*

### **HEAD OF SCHOOLS HR**

Telephone: 020 838 8259

### **LOCAL AUTHORITY DESIGNATED OFFICER (LADO)**

Telephone: **0203 045 3266 / 07815584591**

## **APPENDIX C**

### **Role of The Designated Safeguarding Lead**

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### **Deputy Designated Safeguarding Leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

## **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

## **Work with others**

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

## **Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## **Child protection file**

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

*Culled from 'Keeping Children Safe in Education' Guidance – 5 September 2016*

## Appendix D

### GUIDELINES IF A STUDENT GOES MISSING

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

- **If a student goes missing out of school, the following steps should be taken:**
  - Gather other students together
  - Allocate staff to search immediate area and alert local security.  
If a student is missing for more than 20 minutes,
  - Contact school to say which measures have been taken
  - Ensure that there is good two way communication established with a range of phone lines
  - Notify the police / security if a student continues to go missing,
  - Send other students accompanied by staff back to school (if possible), in bus / cabs asking school to send transport, and additional staff to help search.
  - School alert parents as soon as possible and keep them posted.
  - School alert London Borough of Bexley Deputy Director for Schools and Educational Improvement (Moyra Pickering)
  - Set up link headquarters at school (i.e. Identify roles, rota for manning phones, making tea etc. preparing posters and alert transport police (bus and trains), taxi firms, local police, other police.
  - Try to secure radio and TV help.

Ensure all staff are aware of these procedures.

On outings, always take a school mobile phone leaving the number of the phone you have taken with the school office.

Ensure that the school has the numbers of any other phones you have on the trip and make sure these are **ON**.

Do not hesitate to alert school when there is a problem.

- **If a student goes missing in school, the following steps should be taken:**
  - Let the main office / Head Teacher know immediately.
  - One member of staff must go to the roadside to search
  - One member of staff must circumnavigate the grounds
  - One member of staff must search all rooms inside
  - Let all these people know when the student has been found
  - If the student remains missing, school should alert parents as soon as possible and keep them posted

**Avoid any blame culture, celebrate the success of the mission when the student is found and learn from the investigation. Head Teacher evaluates what happened afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.**

## APPENDIX E

### Chronological Record of Concerns in Relation a Child's Well-being or Safeguarding Issues

<b>Date</b>	<b>Reported By</b>	<b>Concern or Issue</b>	<b>Is the concern considered to be safeguarding?</b>	<b>Discussed with Parent Yes/No Outcome</b>	<b>Action</b> (see prompt list below)

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### Issues to be considered when planning action:

- Does the concern suggest harm or likelihood of harm? **Seek Consultation or make referral to Children's Social Care.**
- Is the child already known to Children Social care or another agency? Should this concern be shared with that agency?
- Is this a 'one-off' incident or is there a history or pattern to the concerns?
- Does the child have additional or related needs - does this increase vulnerability?
- Should the issue be addressed directly with the child?
- Is additional support or monitoring by the school indicated?
- Should the school convene work with the family and other professionals?

## APPENDIX F

### E-SAFETY GUIDELINES FOR PARENTS / GUARDIANS

Consider some of the points below to ensure that your child is using the fantastic new technologies available to them as safely as possible.

1. Please consider employing the strict "safe search" setting on Google. For more information on this and further guides you could look at [www.candp-s.com/familysafety](http://www.candp-s.com/familysafety) - a website full of useful material and advice on Online Safety.
2. Look into setting Parental Controls on a Windows Vista, Windows 7 or Mac computer to restrict specific web sites and also the time when the computer can be used.
3. Mobile phones offer children an amazing amount of opportunity in what they look at and what they can text, including picture messaging. If your child has a smart phone, then please consider setting safe searches on Google and YouTube on these as well.
4. Please take time to talk to your child about their use of the internet. It will be impossible and perhaps not even desirable to ban everything; indeed they are often much more able than us at using the computer! Education and dialogue are the only realistic ways to protect young people.
5. Please encourage a balanced use of the computer and mobile phones- for example, setting expectations that computers are off at 10pm and phones aren't used at mealtimes or ½ hour before bedtime (and not once in bed!).

#### **\*How a parent/carer can ensure that their child's online experience is safe.**

1. **Learn** - Find out more about online threats
2. **Talk** - Discuss what your child should, and should not, do online and print off a copy of the Safe Internet Use Agreement - sign it and put it on the wall.

3. **Have fun** - Enjoy some of the recommended sites by going online together (let your child show you how).
4. **Take action** - Make searching on the internet safer by blocking pornography on Google and YouTube and get a healthy balance by setting time restrictions on your child's computer.
5. **Care** - Make each child's computer use more comfortable – avoid posture problems by getting a laptop riser and separate keyboard and mouse and finally – encourage each child to learn to type.

\*(Culled from [www.candp-s.com/familysafety](http://www.candp-s.com/familysafety))

Signed: *M. Weale* *Hazel Teale*

**Review date: October 2017**