



Policy for Child Protection and Safeguarding

Document Control			
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Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Aims and Values as a Church of England School, with a particular focus on the promotion of equality.

School details

Governors' Committee Responsible:	Standards and Curriculum Committee
Governor Lead:	Benjamin Jenkins
Designated Safeguarding Lead:	Kevin Purkiss
LA HR Contact:	Hester Edmund
LA designated Officer:	Mel Argles
Status & Review Cycle:	Annual Statutory Review for CP and Safeguarding Policy with an Annual CP Audit and Action Plan reviewed mid-year.
Next Review Date:	Policy *** and CP Audit Action Plan ***

Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2016
- 1.2 Safeguarding is central to our work in school. It includes child protection for the most vulnerable but security and well-being for all. As a safeguarding organisation, all members of staff, parents, governors and any volunteers working in school, are expected to play a full and proactive part in protecting children from harm and promoting and safeguarding the well-being of children. Our child protection programme seeks to be pro-active in safeguarding all children rather than just reactive. From initial entry into school and 'CAF' screening, it forms an integral part of the school's Personal, Social, Health and Economic Education (PSHE) curriculum and it supports children's development in ways which will foster security, confidence and independence. Our Children's Charter with its focus on listening to children lies at the heart of our relationship policies and our Anti-Bullying and Child Protection Policies in particular.
- 1.3 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.4 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

- 1.5 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.6 The aims of this policy are:
- 1.6.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.6.2 To provide an environment in which children and young people feel safe, secure, valued and respected - feeling confident about and knowing how to approach adults if they are in difficulties, believing they will be listened to.
 - 1.6.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse [see guidance on recognising signs of abuse].
 - 1.6.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
 - 1.6.5 To emphasise the need for good levels of communication between all members of staff.
 - 1.6.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
 - 1.6.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care (Children and Young People's Services).
 - 1.6.8 To ensure that all staff and other adults working within our school who have regular and / or extensive access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance) with a central record kept for audit.
 - 1.6.9 To promote the philosophy that children have both certain rights and responsibilities.
 - 1.6.10 To help children to establish and build secure and positive relationships
 - 1.6.11 To enable children to develop skills and strategies to make reasoned judgements and decisions in order to be safe, confident and aware.
 - 1.6.12 To establish and maintain procedures so that all school staff and other adults in the school community know how to act if they have concerns or need support regarding a particular child.
 - 1.6.13 To provide a quality teaching and learning environment that monitors children's progress closely; identifies children having difficulties / behaving differently or uncharacteristically/ physically harmed or unkempt; and seeks to understand causes.
 - 1.6.14 To ensure robust and rigorous practice and procedures around attendance to identify issues as they may arise including patterns of absence and reasons for absence.
 - 1.6.15 To work in collaboration with parents and other agencies to inform the children of potential dangers in a non-alarmist way.
 - 1.6.16 To provide very clear guidance to all adults working with children to ensure they understand the nature of their work and the responsibilities related to it.
 - 1.6.17 To ensure all adults in the school community act on and refer the early signs of abuse and neglect, adhere to good record keeping, listen to the views of the child, re-assess concerns when situations do not improve, share information without delay and challenge those who appear not to be taking action.
- 1.7 In summary, all adults in the school community must:
- have the attitude "it could happen here";
 - take part in the School's Safeguarding Interview conducted by the DSL and regular training as per LSCB guidance;
 - be alert to possible concerns being raised in this school; and
 - listen effectively to children.
- 1.8 Further, all adults in the school community must take responsibility for:
- providing a safe environment in which children can learn;
 - ensuring their actions and behaviour are beyond question;

- identifying children who may be in need of extra help or who may be suffering / likely to suffer significant harm and take appropriate action, including whistle blowing if necessary; and
- raising concerns directly with Children's Social Care services if necessary. During office hours (8.30am to 5.00pm Monday to Thursday, and 8.30am to 4.30pm Fridays) B&NES Referral and Assessment (duty) Team can be contacted on 01225 39 6312 / 6313 and at all other times (including weekends and over Bank Holidays) the out of office hours referrals can be made by phoning 01454 615165.
- Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the form marked C2 within a maximum of 48 hours, ideally 24 hours. Essential information will include the pupil's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.

Safe School / Safe Staff

2.1 We will ensure that:

2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with a staff behaviour (code of conduct) policy;
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
- a senior leader has Designated Safeguarding Lead (DSL) responsibility;
- on appointment, the DSL undertakes interagency training and also undertakes DSL 'new to role' and an 'update' course every 2 years;
- all other staff have Safeguarding training updated as appropriate in line with LSCB recommendations;
- any weaknesses in Child Protection are remedied immediately;
- a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher;
- Child Protection policies and procedures are reviewed annually and the Child Protection policy is available on the school website or by other means;
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE);
- appropriate DBS checks are in place for all adults working within the school;
- The school has agreed safer recruitment procedures and these will be followed in any staff appointment. If volunteers will be left unsupervised with children and / or will fulfil a role that would allow them to develop relationships with children over time they will be subject to an enhanced DBS and List 99 Check. As all Governors are encouraged to play as full a part in school life as possible and visit when they can, and have unsupervised access to all areas of the school they will automatically be subject to an enhanced DBS and List 99 Check.
- The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2013. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school

will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment Children Act 1989.

- The school will support pupils who have been abused, and will carry out specific actions in accordance with any child protection plan in place. Should any child have an allocated social worker they shall be informed immediately if that child is excluded. The school will work closely with other professionals to support individual pupils.

- 2.1.2 The DSL, Kevin Purkiss, is a member of the Senior Leadership Team. The Deputy Designated Safeguarding Lead is Claire Rigby. These Officers have undertaken the relevant training, followed by regular updates as recommended by the LSCB.
- 2.1.3 The DSL is involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years
- 2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction and school safeguarding information so that they know who to discuss a concern with.
- 2.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- 2.1.6 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse. The most recent all staff training having been completed on 1 September 2016.
- 2.1.7 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through awareness training.
- 2.1.8 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our School Handbook.
- 2.1.9 Our vettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 2.1.10 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.1.11 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LA HR and LADO (Local Authority Designation Officer for allegations against staff) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSL's name clearly displayed, as part of their induction into the school.
- 2.5 The policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website.

Responsibilities

- 3.1 The DSL is responsible for:
- 3.1.1 Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)
- 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.

- 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- 3.1.5 Liaising with other agencies and professionals.
- 3.1.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 3.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team.
- 3.1.8 Organising child protection induction, and update training every 3 years, for all school staff.
- 3.1.9 Providing an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

Reporting Concerns

- 3.2 If any adult has a concern about a child, they must report any concerns in writing to the DSL using the Child Welfare Concern Sheet.
- 3.3 If the DSL is absent, report to a senior member of the Leadership Team. He or she will then follow the guidance in the Local Authority's Child Protection Handbook 'Red Book' (located in the School Office with other files in alphabetical order) and, where appropriate, our 'School's guidance on Managing Allegations'.
- 3.4 Where allegations are against the Head Teacher – the Chair of Governors is usually involved and the allegation must be shared with the Local Authority's Designated Officer for Child Protection (LADO) (see 2.1.1 above). Allegations against staff should be discussed immediately with the Local Authority's HR Contact and the Local Authority's Designated Officer contacted to discuss any action needed. The school will follow the South West Child Protection Procedures for managing allegations against staff, contacting Hester Edmond Senior Human Resources Consultant adviser for consultation as soon as an allegation is made on telephone 01225 394490 (or one of the other Senior HR Consultants) If unable to contact the above, the school will contact the Local Authority Designated Officer (LADO), Deputy Head of Safeguarding & Quality Assurance on 01225/396810 or the Head of Safeguarding & Quality Assurance 01225/396974
Suspension is not an automatic response and all options to avoid suspension should be considered.
- 3.5 **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anyone can make a referral.**
- 3.6 If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Investigations

- 3.7 Social Services and not schools are the lead investigation agency. If any adult in the school community suspect that a child may be a victim of abuse, they should not try to investigate, but should immediately inform the DSL about their concerns. Abuse can be physical, sexual, emotional and / or neglect. See guidance on recognising signs of abuse.
- 3.8 Staff must not keep to themselves any information about abuse which a child may give them, they are required by law to pass this information on. They are directed to follow the Red Book procedures very carefully, not to ask leading or closed questions and to just listen sympathetically (remember T.E.D. – Tell me; Explain what you mean by; Describe for me.). If allegations go to court, the way procedures

have been followed is critical. Local Authority guidance on Managing Allegations in conjunction with DFE guidance 2014 will be followed.

Record Keeping

- 3.9 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the designated person for child protection. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.
- 3.10 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
- 3.11 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to CAFAIT consideration should be given to the appropriateness of completing a CAF and making a referral for a Team Around the Child meeting.
- 3.12 All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and must be kept separate from other records.
- 3.13 A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.
- 3.14 The quality of child protection records will be monitored by the Head teacher.
- 3.15 Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Head teacher or designated person for child protection will also telephone the Head teacher or designated person for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred.
- 3.16 The school will refer to the NSPCC document on the CP Forum pages entitled Records Retention and Storage.

Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3 We recognise that Looked After Children have particular needs and a Designated Teacher for Looked After Children is in place (see 15.1 and 15.2 below).
- 4.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.5 Our school will support all children by:
 - 4.5.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationship policies, whilst not condoning aggression or bullying.
 - 4.5.2 Promoting a caring, safe and positive environment within the school.
 - 4.5.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.5.4 Notifying Social Care as soon as there is a significant concern.
 - 4.5.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

- 4.5.6 Ensuring the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.

Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The DSL will disclose any information about a child to other members of staff on a need to know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing (see 3.8 above).
- 5.5 We will always undertake to share our intention to refer a child to 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 Social Services support on this point.
If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker. The relevant Social Worker will advise the school when, and by whom, parents will be informed.
- 5.6 Staff must respect the child(ren)'s and their family's rights to privacy pursuant to the Human Rights Act 1998 and ensure their personal matters are dealt with and communicated professionally and with due regard to data Protection legislation.

Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of our Positive Behaviour Policy (incorporating Policy Statement on the use of Force to Control or Restrain Pupils).
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.
- 7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) and LA HR contact.
- 7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors (see 3.4 above) who will consult as in 7.6 above, without notifying the Headteacher first.

- 7.8 The school will follow the local procedures for managing allegations against staff. [Contact LA HR and LADO]. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.9 All allegations must be examined objectively and investigated professionally in accordance with procedures to fully protect staff. Every effort will be made to maintain confidentiality.
- 7.10 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- 7.11 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.12 Parents and carers should be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002 [commenced Oct 2012]. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.
- 7.13 Any member of staff who has allegations made against them is advised to contact their professional association and will be provided with a named school contact who will keep them updated on proceedings
- 7.14 Where allegations are found to be malicious, they should be removed from personnel records. All other outcomes shall be recorded with a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved; and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. This record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.
- 7.15 Where allegations are found to be malicious, unsubstantiated or false they should not be referred to in employer references.
- 7.16 If a regulated member of staff has been removed / dismissed in relation to safeguarding concerns (or would have been if they had not resigned) a referral must be made to the Disclosure and Barring Service (DBS)
- 7.17 In the event an allegation arises in respect of any adult providing services on the school site (not staff) the service shall be suspended if deemed appropriate after consultation with the LADO.

Whistle-blowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues [see guidance on safer working practices]. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.
- 8.3 If staff / other adults on site have concerns about a child they should raise these with the school's DSL. The DSL will usually decide to make a referral to Children's Social Care, but it's important to note that any staff member can refer concerns to Children's Social Care directly – especially if they feel concerns are not being acted upon effectively (guidance can be found at GOV.UK).
- 8.4 Whistle-blowing concerning the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

Allegations against other children

- 9.1 We understand that a pupil may make an allegation against another pupil.
- 9.2 Where an allegation has been made against a pupil by a pupil the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

- 9.3 We have in place an Anti-Bullying Policy (with relevant appendices) which sets out that 'the vast majority of bullying incidents can be handled by the school'. There are strategies in place for victims of bullying and for dealing with pupils who bully.
- 9.3 If the processes contained within the Anti-Bullying Policy are deemed insufficient to manage the severity of the allegation(s) the Headteacher will discuss the content of the allegation(s) with LADO.
- 9.4 It is the school's intention to handle all such incidents sensitively considering, at all stages, the impact on both the pupil making the allegations and the pupil who is the subject of the allegations.

Physical Intervention

- 10.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person or themselves [see Policy Statement on use of Force and Restraint].
- 10.2 Such events should be reported to the Headteacher immediately and recorded in the Physical Restraint Log.
- 10.3 Staff who are likely to need to use physical intervention will be appropriately trained.
- 10.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 10.5 We recognise that touch may be appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Anti-Bullying

- 11.1 Our school policy on Behaviour and Anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms: cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences / perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Racist Incidents

- 12.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and notify the LA where serious incidents occur.

Prevention

- 13.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 13.2 The school community will therefore:
 - 13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - 13.2.2 Enable children to understand their own feelings by work in drama, poetry, stories and writing.
 - 13.2.3 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.

- 13.2.4 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty; and / or use the 'Worry Box'.
- 13.2.5 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include involvement in 'risk assessments', anti-bullying work, e-safety, road safety, pedestrian (when possible) and cycle training.
- 13.2.6 Ensure all staff and children are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Health and Safety

- 14.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example when away from the school and when undertaking school trips and visits. [see also Internet and ICT Safety Policy and Educational Visits Guidance] .

Looked after children

- 15.1 A designated, appropriately trained teacher (Kevin Purkiss) has been appointed to promote the educational achievement of children who are looked after.
- 15.2 The school acknowledges that the most common reason for children becoming looked after is as a result of abuse and/or neglect. It is recognised that staff must have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, 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. They should 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 DSL, through the designated teacher for looked after children, will obtain details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school;
- WSLMT 'drop ins' and discussions with children and staff;
- Pupil surveys and questionnaires;
- Scrutiny of Attendance data;

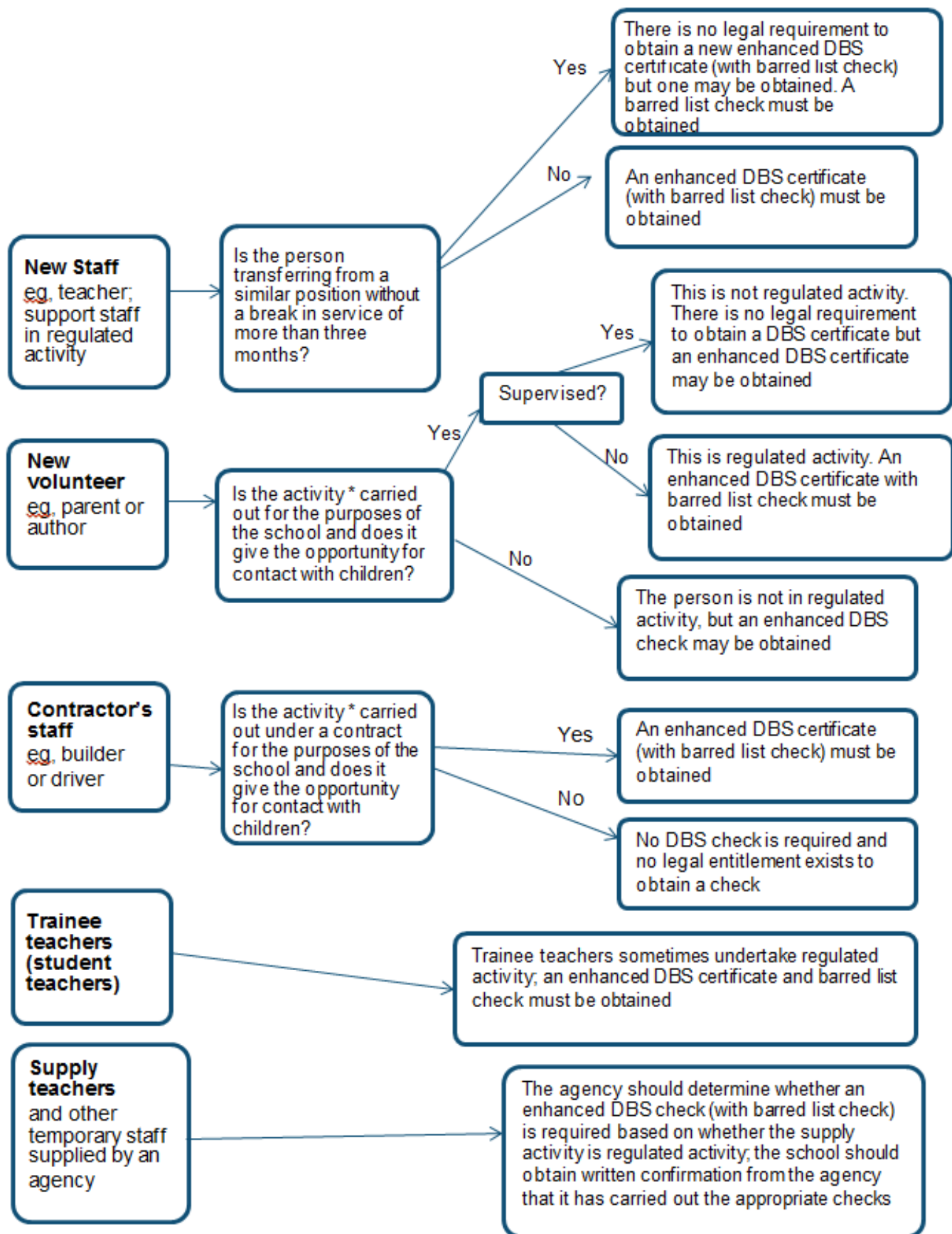
All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

- Scrutiny of range of risk assessments;
- Scrutiny of GB minutes;
- Logs of bullying/racist/behaviour incidents for WSLMT and FGB to monitor;
- Review of parental concerns and parent questionnaires;
- Annual review with named CP Governor;
- Use of guidance in Inspecting Safeguarding in early years, education and skills settings [August 2016] – see guidance on recognising signs of child abuse

This policy also links to our policies and / or documentation relating to safeguarding on:

Code of Conduct
Behaviour and Anti-bullying (including our Anti-Bullying Charter)
Equality and Diversity
Guidance for Safer Working Practices
Guidance on recognising signs of abuse
Guidance on managing allegations
Child concern sheet
Information for all visitors on site
Internet and ICT safety policy (including Safe Use of Mobile Technologies)
Parental involvement policy
Privacy Notice
Volunteer self declaration form
Health & Safety (including Risk Assessments)
Attendance
Curriculum
Administration of medicines
Drug Education
Sex and Relationships Education
Physical intervention
Recruitment and Selection

Appendix A



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'