



SHOBNALL PRIMARY SCHOOL

POLICY FOR SAFEGUARDING CHILDREN

**Also includes guidance for Safer Working
Practice for Adults Who Work with Children and
Young People**

Reviewed by Governors
4th September 2019

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Mission Statement

Shobnall Primary School recognises its legal duty under s175 Education Act 2002 (section 157 in relation to independent schools and academies) and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all pupils. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

This document has regard to the statutory guidance 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education April 2018 (KCSIE)'. The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) Policies, Procedures and Training Strategy and reflects what Staffordshire Safeguarding Children's Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching, non-teaching including temporary and supply), governors and volunteer to ensure that statutory and other duties are met in accordance with Staffordshire Safeguarding Children Board requirements and procedures. All staff and volunteers need to have read and be familiar with the Policy, and our internal procedures around referral including contact details of the designated safeguarding leads (referred to as 'DSLs' in subsequent paragraphs).

This Safeguarding Policy will be reviewed annually by the governing body.

Safeguarding and Promoting the Welfare of Children

The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2018 is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Statement of intent

Shobnall Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- The DSL is the Headteacher. In the absence of the DSL, child protection matters will be dealt with by the DDSL who is Genna Walton.

Roles and responsibilities

The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2018.
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the local safeguarding children board (LSCB).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.

- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other pupils.
- Make sure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

In their capacity as DSL, the DSL has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Understand and keep up-to-date with local safeguarding arrangements.

- Act as the main point of contact with the three safeguarding partners.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Behaviour Policy, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction.
- Refer all cases of suspected abuse to Children's Social Care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Online safety is the responsibility of all staff but the overall responsibility lies with the DSL.
- Liaise closely with the SENDCo in terms of supporting safeguarding concerns in relation to safe guarding concerns.
- Refer cases of radicalisation to the Channel programme.
- Ensure that the DDSL is trained to the same level as the DSL.
- Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how LAs 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's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with the local Safeguarding Team to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- Provide a safe environment in which pupils can learn.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation.

Procedures - Thresholds for Intervention

There are three intervention thresholds / types of referrals that need to be considered:

1.0 Early Support: Early Help Assessment

- 1.1 Early help means providing support as soon as a problem emerges, at any point in a child's life.
- 1.2. Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:
 - Are disabled and have specific additional needs.
 - Have SEND (whether or not they have a statutory EHC plan).
 - Are young carers.
 - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
 - Are frequently missing/going missing from care or from home.
 - Misuse drugs or alcohol.
 - Are at risk of modern slavery, trafficking or exploitation.
 - Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
 - Are returned home to their family from care.

- Show early signs of abuse and/or neglect.
 - Are at risk of being radicalised or exploited.
 - Are privately fostered.
- 1.3. Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.
- 1.4. All staff will be made aware of the local early help process and understand their role in it.
- 1.5. The DSL will take the lead where early help is appropriate.

2.0 Child in Need - S17 of the Children Act 1989:

- 2.1 A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under a CAF, such as a child with complex disabilities, when a social work led assessment is required.
- 2.2 Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:
- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
 - Their health or development is likely to be impaired, or further impaired without the provision of such services.
 - They are disabled.
- 2.3 If the DSL considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents/young person and obtain their consent for referral to the First Response Team (FRT -see below) or the appropriate social care team, if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.
- 2.4 Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.
- 2.5 Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need Section 17 support. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U).

3.0 Child Protection:

- 3.1 S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.
- 3.2 It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S47 must therefore provide

information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

- 3.3 In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

If staff have significant concerns about any child they must make them known to the Designated or Deputy Designated Safeguarding Leads without delay in accordance with reporting and recording procedures (complete a 'Child Protection Incident Report' form, see appendices). These concerns may include:

4. Abuse and neglect

- 4.1 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.
- 4.2 All members of staff will also be aware of peer-on-peer abuse, most likely to include actions such as bullying, gender based violence, sexual assaults and sexting.
- 4.3 All staff will be aware of the actions involving peer-on-peer abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's **Anti-Bullying Policy**.
- 4.4 All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

5. Types of abuse and neglect

Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.

Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: A form of abuse which involves the emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

6. Female genital mutilation (FGM)

- 6.1 For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- 6.2 All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.
- 6.3 Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. *The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.*

- 6.4 There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.
- 6.5 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk

- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
 - Spending longer than normal in the bathroom or toilet
 - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
 - Prolonged or repeated absences from school followed by withdrawal or depression
 - Reluctance to undergo normal medical examinations
 - Asking for help, but not being explicit about the problem due to embarrassment or fear
 - Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.
- 6.6 FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.
- 6.7 All forms of HBV are forms of abuse, and will be treated and escalated as such.
- 6.8 Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

7. Forced marriage

- 7.1 For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.
- 7.2 As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:
- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
 - Showing signs of mental health disorders and behaviours such as self-harm or anorexia
 - Displaying a sudden decline in their educational performance, aspirations or motivation
 - Regularly being absent from school
 - Displaying a decline in punctuality
 - An obvious family history of older siblings leaving education early and marrying early
- 7.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

8. Child sexual exploitation (CSE)

8.1 For the purpose of this policy, “**child sexual exploitation**” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- a) In exchange for something the victim needs or wants
- b) For the financial advantage or increased status of the perpetrator or facilitator

8.2 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

Shobnall Primary School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

8.3 Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

8.4 Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

8.5 Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

9. Preventing radicalisation

9.1 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

9.2 Shobnall Primary School will actively assess the risk of pupils being drawn into terrorism.

9.3 Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

9.4 Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

- 9.5 The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns, and provide information for support mechanisms.
- 9.6 Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

10. Pupils with SEND

- 10.1 The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.
- 10.2 Staff will be aware of the following:
- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
 - Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
 - Communication barriers may exist, as well as difficulties in overcoming these barriers
- 10.3 When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.
- 10.4 When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

11. Alternative provision

- 11.1 The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

12. A child missing from education

- 12.1 A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- 12.2 Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.
- 12.3 Shobnall Primary School will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

12.4 Admissions register

- 12.5 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- 12.6 The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- 12.7 The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.
- 12.8 Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.
- 12.9 If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
- The full name of the parent/carer with whom the pupil will live
 - The new address
 - The date from when the pupil will live at this address
- 12.10 If a parent/carer notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
- The name of the new school
 - The date on which the pupil first attended, or is due to attend, that school
- 12.11 Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.
- 12.12 In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
 - Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
 - Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
 - Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
 - Have been permanently excluded.
 - The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

12.13 If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent/carer with whom the pupil lives
- At least one telephone number of the parent/carer with whom the pupil lives
- The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

12.14 Shobnall school will work with the LA to establish methods of making returns for pupils back into the school.

12.15 The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown.

12.16 The school will also highlight any other necessary, contextual information, including safeguarding concerns.

13. Serious Violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

14. Allegations of abuse against other pupils (peer-on-peer abuse)

Sexual harassment

14.1. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

14.2. Sexual violence refers to the three following offences:

- Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Harmful sexual behaviours

14.3. The term harmful sexual behaviour is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.

- Forceful or aggressive sexual behaviour.
 - Compulsive habits.
 - Sexual behaviour affecting progress and achievement.
 - Using sexually explicit words and phrases.
 - Inappropriate touching.
 - Sexual violence or threats.
 - Full penetrative sex.
- 14.4. Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not).

A preventative approach

- 14.5. In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.
- 14.6. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
- Healthy relationships
 - Respectful behaviour
 - Gender roles, stereotyping and equality
 - Body confidence and self-esteem
 - Prejudiced behaviour
 - That sexual violence and sexual harassment is always wrong
 - Addressing cultures of sexual harassment
- 14.7. Pupils are allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

Awareness

- 14.8. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- 14.9. All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or

assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

- 14.10. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.
- 14.11. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- 14.12. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm

- 14.13. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.
- 14.14. Within one working day, a social worker will respond to the referrer to explain the action that will be taken. Support available if early help, section 17 and/or section 47 statutory assessments are appropriate
- 14.15. If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

- 14.16. Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.
- 14.17. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.
- 14.18. The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

- 14.19. Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

- 14.20. If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.
- 14.21. Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

- 14.22. Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- 14.23. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.
- 14.24. Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.
- 14.25. All staff will be trained to handle disclosures. Effective safeguarding practice includes:
- Never promising confidentiality at the initial stage.
 - Only sharing the report with those necessary for its progression.
 - Explaining to the victim what the next steps will be and who the report will be passed to.
 - Recognising that the person the child chose to disclose the information to is in a position of trust.
 - Being clear about boundaries and how the report will be progressed.
 - Not asking leading questions and only prompting the child with open questions.
 - Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
 - Only recording the facts as the child presents them – not the opinions of the note taker.
 - Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
 - Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
 - Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

14.26. The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

14.27. The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

14.28. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

14.29. The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

14.30. There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

14.31. When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

14.32. The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

14.33. Risk assessments will consider:

- The victim.
- The alleged perpetrator.

- Other children at the school, especially any actions that are appropriate to protect them.

14.34. Risk assessments will be recorded (either on paper or electronically) and kept under review.

Taking action following a disclosure

14.35. The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

14.36. Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

14.37. For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

14.38. For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

14.39. In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

14.40. The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

14.41. There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referral to CSCS
- Reporting to the police

14.42. Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

14.43. The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

14.44. In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

14.45. The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to CSCS

14.46. If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

14.47. The school will not wait for the outcome of an investigation before protecting the victim and other children.

14.48. The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

14.49. If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

14.50. If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

14.51. Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

14.52. Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

14.53. The DSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

14.54. The DSL will be aware of local arrangements and specialist units that investigate child abuse.

14.55. In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

14.56. Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

14.57. The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

14.58. The term ‘released under investigation’ (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

14.59. Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing delays in the criminal justice system

14.60. The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

14.61. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

- 14.62. Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.
- 14.63. The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).
- 14.64. Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.
- 14.65. The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

- 14.66. Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:
- The terminology the school uses to describe the victim
 - The age and developmental stage of the victim
 - The needs and wishes of the victim
 - Whether the victim wishes to continue in their normal routine
 - The victim will not be made to feel ashamed about making a report
 - What a proportionate response looks like
- 14.67. Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.
- 14.68. Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.
- 14.69. The school will provide a physical space for victims to withdraw to.
- 14.70. Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.
- 14.71. Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.
- 14.72. If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

14.73. If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

14.74. When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

14.75. When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

14.76. If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

14.77. The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

14.78. Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

14.79. The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

14.80. The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

14.81. Disciplinary action and support can take place at the same time.

14.82. The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

- 14.83. Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school’s duty to educate against its duty to safeguard. The best interests of the pupil will always come first.
- 14.84. Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.
- 14.85. Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.
- 14.86. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.
- 14.87. Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.
- 14.88. In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

- 14.89. In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.
- 14.90. The school will meet the victim’s parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
- 14.91. Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.
- 14.92. Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

- 14.93. Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

- 14.94. It is likely that children will “take sides” following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.
- 14.95. The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.
- 14.96. As part of the school’s risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

15. Making referrals

- 15.1 Where a child is registered at school, consultation must take place with the DSL or DDSL who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the schools internal recording form. See Appendix 1. This should then be given to the DSL (or Deputy if DSL unavailable) or as per school’s internal procedures when relevant who will then make the decision whether a referral is needed to the First Response Team or the child’s existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the Designated Safeguarding Lead to the relevant Children’s Social Care team in that area.
- 15.2 As per statutory government guidance ‘Keeping Children Safe in Education 2018’, anybody **can** make a referral. However, due to the role of the Designated Safeguarding Lead this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy Designated Safeguarding Lead, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. In these circumstances, the Designated Safeguarding Lead must be informed about the referral as soon as possible.
- 15.3 For referral to First Response phone 0800 1313126. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multiagency form is available from the SSCB website (procedure 3B): www.staffsscb.org.uk

16. Confidentiality

- 16.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.
- 16.2 You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”

- 16.3 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children's social care departments, must always have regard to both common and statute law.
- 16.4 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children's social care. Information may also be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. Shobnall School will follow the information sharing guidance provided by the government and the SSCB in considering the sharing of personal information when there are safeguarding concerns.
- 16.5 The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or Children's Social Care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.
- 16.6 When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said.

YOU SHOULD NEVER

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

16.7 For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

17. Record keeping

17.1 Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. This will include any unexplained bruising, marks or signs of possible abuse or neglect in all classes including the Early Years Foundation Stage.

17.2 Records should:

- state who was present, time, date and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed by the recorder.

17.3 Records about child protection or pertaining to welfare concerns or issues, including CAF paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the Designated Safeguarding Lead of the receiving school or college.

18. Protecting yourself against allegations of abuse

18.1 Keeping children safe in education 2014 says that all staff members should be aware of systems within school which support safeguarding. All staff receive a copy of this policy, the Code of Practice for Employees in the Use of Social Networking Sites and Electronic Media and Policy for Staff Discipline plus other relevant policies and the Staff Handbook as part of their induction. You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguards
- Never give out personal mobile phone numbers or private e-mail addresses
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)
- Do not arrange to meet pupils outside of school activities
- Never 'befriend' or chat to pupils on social network sites
- the school policy/guidance in regard to contact with ex-pupils, particularly those under 18 years of age should be made explicit here.

18.2 Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student even when the pupil/student is over the age of consent but under 18 years of age.

18.3 Any use of physical force or restraint against pupils/students will be carried out and documented in accordance with the relevant physical intervention policy. If it is necessary to use physical action to prevent a child from hurting themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

19. Safer Recruitment

- 19.1 The governing body will assess the suitability of prospective employees by:
- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
 - Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
 - Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
 - Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [Teacher Services' System](#).
 - Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
 - Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
 - If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
 - Checking professional experience and qualifications as appropriate.
- 19.2 A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.
- 19.3 An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.
- 19.4 An enhanced criminal records DBS check will be carried out on for each member of the governing body.
- 19.5 The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- 19.6 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

- 19.7 An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.
- 19.8 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

19.9 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

19.10 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

19.11 References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

19.12 Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

19.13 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

19.14 Volunteers

- No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.
- A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.
- The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in The Data Protection Act 1998.
- A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

19.15 Associate members

- Associate members (i.e. individuals that are appointed by the governing board to serve on one or more committees) will not be required to obtain enhanced DBS checks.

19.16 The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

20. Single central record (SCR)

20.1 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

20.2 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

20.3 For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

20.4 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

21. Staff suitability

21.1 All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.¹

21.2 A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

21.3 Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

¹ DfE (2019) 'Keeping Children Safe in Education', p.25

- 21.4 All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.
- 21.5 A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Allegations of abuse against a person working in a position of trust

- 21.6 Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer is therefore taken seriously.
- 21.7 Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the head teacher (or, if the allegation is against the head teacher, it should be reported to the Chair of Governors). Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. (See Policies File 3 of 3 in Staff Room).
- 21.8 In line with government guidance and SSCB procedures, the Head Teacher/ Chair of Governors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

(Keeping children safe in education September 2019)

- 21.9 This initial discussion will establish the validity of any allegation under SSCB procedures (www.staffsscb.org.uk procedure 4A) and if child protection enquiries may be required due to a child having possibly suffered, or being at risk of suffering, 'significant harm'. If this is the case a referral will be raised with the relevant social care safeguarding team and a section 47 child protection strategy meeting will be convened that the head teacher/ Chair of Governors will attend.
- 21.10 If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Position of Trust Meeting (POT) to consider the issues and any action required.
- 21.11 The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.
- 21.12 The decision of the strategy/Joint evaluation meeting could be:
- investigation by children's social care
 - police investigation if there is a criminal element to the allegation

- single agency investigation completed by the school which should involve the senior HR advisor for the school.

21.13 If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, Shobnall School will undertake investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the school when necessary in line with current guidance.

22. Specific Safeguarding Issues

Storage of Mobile Phone, Images of children (Early Years Framework 2014)

22.2 To minimise any risks, all personal mobiles must not be used where children are present.

22.3 This applies to shared use of rooms where non setting staff may be present at the start of the session, for example an out of school club using a classroom with teaching staff present.

- Procedures must be put into place that will ensure safe and secure storage of practitioners' personal belongings including mobile phones. It is recommended that personal mobile phones are security marked, password protected and insured.
- Visitors, including other professionals, contractors and parents/carers must be made aware by signs and verbal reinforcement that they are not to use their mobile phone where children are present.
- Under no circumstances are images, videos or audio recordings to be made without prior explicit written consent by the designated safeguarding person.
- Personal mobiles may be used in designated areas at break times.
- Staff are advised to provide their work place contact number to their family members, own children's schools/settings for use in the event of an emergency.
- The setting will not be held responsible for any loss or damage of personal mobile phones.

Email and Digital Communications:

22.4 Only approved school e-mail accounts may be used at school/via the school network. Additionally, pupils must not receive or access personal e-mail accounts.

22.5 Pupils should notify a teacher immediately if they receive an offensive e-mail.

22.6 Pupils should be taught about the dangers involved in e-mail communications. They should be taught:

- Not to reveal personal details about themselves or others in e-mail or digital communication. This will generally include full names, addresses, mobile or landline phone numbers, school name, instant messenger (IM) address, e-mail address, names of friends, specific interests and clubs etc.
- Never to arrange to meet someone they have 'met' via e-mail/online without appropriate safeguarding measures (e.g. the presence of a parent or responsible adult).

- That online communications are 'real' and as such require the same respect for others as face-to-face interactions.
- Parents and pupils alike should both be informed of the risks inherent in using social media. Social media websites will not be accessible through the school's network unless it is linked directly to the school Twitter account. Only the Head Teacher and teaching staff have access to posting 'Tweets' on the school account.
- All photographs taken for Twitter will be taken on school associated ipads and not on any other mobile device.
- Whenever staff or pupils send e-mails to organisations or persons outside of the school, these should be authorised in the same way official school correspondence would be.

The School Website:

22.7 The headteacher has overall responsibility for the content of the school website. This includes ensuring all content is appropriate and accurate. There are procedures in place for authorising the uploading of any content onto the school's website.

22.8 No personal information or contact details will be published on the school's website. This extends to the use of pupil's full names. The school address, e-mail and main telephone number should be the only contact information available to website visitors.

22.9 The uploading of any images or photographs of pupils onto the school website requires parental permission in writing.

Use of a Professional Photographer

- Only a reputable photographer who can provide evidence of authenticity should be used. Their photographic identity should be checked on arrival.
- They should be viewed as visitors therefore appropriate supervision should be in place at all times to ensure no unsupervised access to children. They should be supervised by a person who is in regulated activity. For further information on this follow the website link on the back page.
- They should be asked to sign an agreement to ensure that they comply with Data Protection requirements, to agree that images will only be used for the agreed specified purpose and not be disclosed to any third person.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A "specified purpose" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.

Upskirting will not be tolerated by the school.

Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

23. Key documents and contact details referred to and underpinning this policy are:

- 'Working Together to Safeguard Children' 2018 (DfE)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Staffordshire Safeguarding Children Board Procedures (online)
www.staffsscb.org.uk/professionals/procedures/
- Staffordshire Safeguarding Children Board Training Catalogue (online)
www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/
- Keeping children safe in education September 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf
- Staffordshire Policy and guidance on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- Staffordshire Entrust Guidance 'Early Years Mobile Phone and Camera toolkit'
[Staffordshire Education Safeguarding Advice](#)

The Designated Safeguarding Lead in this school is: Mr D Adams

The Deputy Designated Safeguarding Lead(s) in this school is: Mrs P Johnston

The Nominated Governor for Safeguarding is: Mrs M Bradley

The Chair of Governors is: Mrs M Dixon

Role of the Staffordshire LADO

The Staffordshire LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice and investigation oversight to cases.

Staffordshire LADO may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. Staffordshire LADO is not directly responsible for investigatory activities but will actively support any investigation, and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together.

Staffordshire LADO will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS. |

The SSCB inter-agency procedures for managing [Section 4A - Managing Allegations of Abuse Against a Person who works with Children & the Role of the LADO](#) (146 KB) is based on the framework for dealing with allegations made against an adult who works with

children, detailed in **Working Together 2019** and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner; that a thorough, proportionate and fair process is followed and that processes are open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed. [Guidance for Safer Working Practice for Adults who work with Children](#) is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

Who to refer concerns to:

All reports of concern or allegation to the Staffordshire LADO (Local Authority Designated Officer) that an adult working or volunteering with children:

- Has or may have harmed a child
- May have committed a criminal offence related to a child and / or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Step 1: If your workplace has a Designated Senior Manager who deals with allegations contact them. They must contact the First Response Team within 24 hours of any situation arising at **0800 1313 126**

If your workplace does not have a Designated Senior Manager or if the concern is in relation to them please contact the First Response Team directly within 24 hours of any situation arising at **0800 1313 126**

Step 2: The First Response Team will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional safeguarding activities.

If your concern or allegation is urgent and outside of office hours telephone: 0845 6042 886 (the Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

Further advice on Safeguarding matters can also be obtained from:

Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service
01785 895836 e-mail : esas@staffordshire.gov.uk
- LADO Staffordshire 0800 13 13 126
- Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126. Email www.staffordshire.gov.uk/reportconcern
- Emergency Duty Services (out of hours safeguarding concerns) 0845 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999

- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100
Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays) Minicom: 01782 236037
- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team)
Tel: 01785 854906
- Staffordshire Police Force coordinator : Mark Hardern
Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk

PREVENT Leads

- Michael.hovers@eaststaffsbc.gov.uk
- sal.khan@eaststaffsbc.gov.uk

NSPCC

Helpline: Call 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.
Link to information on the [NSPCC's website](http://www.nspcc.org.uk).
Harmful Sexual Behaviour project: **0844 892 0273**

Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Families First Local Support team (Staffordshire) email families.first@staffordshire.gov.uk
- Fostering Service (Staffordshire) 0800 169 2061 email fostering&adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Board 01785 277151 sscb.admin@staffordshire.gov.uk
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email fish@stoke.gov.uk

National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) <http://ceop.police.uk/>
- Professionals Online Safety Helpline – 0844 381 4772 www.saferinternet.org.uk/helpline
- Internet Watch Foundation (IWF) – <http://www.iwf.org.uk>
- Safer Internet Centre – helpline@saferinternet.org.uk
- Childline – 0800 1111 www.childline.org.uk
- Ofsted – General enquiries : 0300 123 1231
About Schools: 0300 123 4234
Concerns : 0300 123 4666
e-mail: enquiries@ofsted.gov.uk
- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) www.educateagainsthate.com
- **NSPCC** Harmful Sexual Behaviour project: **0844 892 0273**

Useful websites

- Staffordshire Safeguarding Children Board <http://www.staffsscb.org.uk>
- Stoke-on-Trent Safeguarding Children Board <http://www.safeguardingchildren.stoke-on-trent.gov.uk>
- Child Exploitation and Online Protection Centre (CEOP) – www.ceop.police.uk & www.knowaboutcse.co.uk

- NSPCC – 24 hour Child Protection Helpline 0808 800 5000
<https://www.nspcc.org.uk/>
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**
http://www.staffordshirewomensaid.org/contact_us/
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999.
www.unicef.org.uk

Related Policies

Policy for Subject Leadership
Policy on Equal Opportunities
Policy on Special Educational Needs & Disabilities
Policy for Monitoring and Evaluation
Policy on Staff Development
Policy for Reporting & Recording
Policy for Gifted and Talented
Policy for Inclusion
Policy for Teaching and Learning
Policy for Assessment of Learning
Policy for Whole School Planning
Policy for ICT
Policy for PHSE & Citizenship
Policy for Drugs Education and the Management of Drug Related Incidents
Policy for Behaviour & Discipline Statement
Policy for Whistleblowing
Online Safety Procedures



CHILD PROTECTION INCIDENT REPORT

Name of person completing report:

Position in school

This report should be completed **immediately** following any incident which raises any concern about possible child abuse: (e.g. on observation of an unexplained/suspicious injury or following something said by a child which causes concern). It should be completed by the member of staff most directly involved. Care must be taken to record the information accurately and confidentially. This form must be passed **as quickly as possible, on the same day** to the school's Designated Teacher.

Child Involved:

Date of Birth:

Year Group/Class:

Time:

Name of Parent:

Place where incident/observation of injury/disclosure occurred

Adults/children present:

DETAILS OF YOUR CONCERN. Record exactly what you saw or heard. Do listen to the child rather than directly question. Do recall all subsequent events up to the time of observation. Do reassure the child that they have done the right thing and that you will pass on the information. Do no delay, do not interview or investigate. Do not examine marks or injuries. Do not ask children to remove clothing. Do not describe the injury

Reported to the Designated Teacher at _____.(time) on _____.(date)

Action taken/No further action _____

Signed: _____(Designated Teacher)

This record should be placed on the child's personal file and a central copy retained by the Designated Teacher. **If a referral is being made, telephone referrals must be confirmed on the form already supplied.**

Making a referral: First Response 0800 13 13 126

Emergency Duty Service out of hours 0845 6042 88

LADO Staffordshire 0800 13 13 126

Staffordshire Children's Social Care Services: First Response Service in Multi Agency

Safeguarding Hub (M.A.S.H.) 0800 1313 126.

Email www.staffordshire.gov.uk/reportconcern

Police 101



Childcare Disqualification Declaration Form:

1. Personal Information

Name	Position	School/Academy

2. Questions – please circle yes or no and note the questions should be answered in relation to yourself and anybody who lives within your household.

1. Have you ever been convicted/cautioned of any offences against a child?	Yes	No
2. Have you ever been convicted/cautioned of any violent or sexual offences against an adult?	Yes	No
3. Have you been barred by the DBS from working with children?	Yes	No
4. Have you had any children taken into care?	Yes	No
5. Has a court order been made with regards to any children in your care?	Yes	No
6. Have they been or are any of your children subject to a child protection order?	Yes	No
7. Have you been refused registration or had registration cancelled in relation to childcare or a children home, or have you been disqualified from private fostering?	Yes	No

3. Further Information

If you have answered YES to any of the questions above you should provide details below in respect of yourself, or where relevant the member of your household. You may supply this information separately if you so wish, but you must do so without delay.

Details of the order, restriction, conviction, caution etc.	
The date(s) of these	
The relevant court(s) or body(ies)	
You should also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS Certificate may be provided.	

4. Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:
<ul style="list-style-type: none">• I understand my responsibilities to safeguard children.
<ul style="list-style-type: none">• I understand that I must notify my headteacher/Principal immediately of anything that affects my suitability including any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children.
<ul style="list-style-type: none">• Name (printed)
<ul style="list-style-type: none">• Signed
<ul style="list-style-type: none">• Date

*Please note you may apply to Ofsted for a waiver against your disqualification.



Name of person:	
Date of check:	
Type of check:	Initial check before employment <input type="checkbox"/> Follow-up check on an employee <input type="checkbox"/>

Step 1 Obtain

- You must **obtain original** documents from either **List A** or **List B** of acceptable documents.

List A

- A passport showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
- A passport or national identity card showing the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
- A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
- A Permanent Residence Card issued by the Home Office, to the family member of a national of a European Economic Area country or Switzerland.
- A **current** Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- A **current** passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
- A **current** Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
- A **full** birth or adoption certificate issued in the UK which includes the name(s) of at least one of the holder's parents or adoptive parents, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
- A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
- A certificate of registration or naturalisation as a British citizen, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

List B Group 1

- A **current** passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
- A **current** Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
- A **current** Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence.
- A **current** Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

List B Group 2

- A Certificate of Application issued by the Home Office under regulation 17(3) or 18A (2) of the Immigration (European Economic Area) Regulations 2006, to a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is **less than 6 months old together with a Positive Verification Notice** from the Home Office Employer Checking Service.
- An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
- A **Positive Verification Notice** issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.

Step 2 Check

- You must **check** that the documents are genuine, that the person presenting them is the prospective employee or employee, the rightful holder and allowed to do the type of work you are offering.

1. Are photographs consistent across documents and with the person's appearance?	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
2. Are dates of birth consistent across documents and with the person's appearance?	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
3. Are expiry dates for time-limited permission to be in the UK in the future i.e. they have not passed (if applicable)?	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
4. Have you checked work restrictions to determine if the person is able to work for you and do the type of work you are offering? (for students who have limited permission to work during term-times, you must also obtain, copy and retain details of their academic term and vacation times covering the duration of their period of study in the UK for which they will be employed)	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
5. Are you satisfied the document is genuine, has not been tampered with and belongs to the holder?	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
6. Have you checked the reasons for any different names across documents (e.g. marriage certificate, divorce decree, deed poll)? (Supporting documents should also be photocopied and a copy retained.)	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>

Step 3 Copy

You must make a clear **copy** of each document in a format which cannot later be altered, and retain the copy securely: electronically or in hardcopy. You must copy and retain:

- Passports:** any page with the document expiry date, nationality, date of birth, signature, leave expiry date, biometric details and photograph, and any page containing information indicating the holder has an entitlement to enter or remain in the UK and undertake the work in question.
- All other documents:** the document in full, both sides of a Biometric Residence Permit.

Know the type of statutory excuse you have

If you have correctly carried out the above 3 steps you will have an excuse against liability for a civil penalty if the above named person is found to be working for you illegally. However, you need to know whether you have a continuous or a time-limited excuse, because this determines how long it lasts for, and if and when you are required to do a follow-up check.

The documents that you have checked and copied are from:

- List A** You have a **continuous statutory excuse** for the **full duration** of the person's employment with you. You are **not** required to carry out any repeat right to work checks on this person.
- List B: Group 1** You have a **time-limited statutory excuse** which expires when the person's permission to be in the UK and undertake the work in question expires. You should carry out a **follow-up check when the document evidencing their permission to work expires.**
- List B: Group 2** You have a **time-limited statutory excuse** which expires 6 months from the date specified in your Positive Verification Notice. **This means that you should carry out a follow-up check when this notice expires.**

Date follow-up check required:

List of Policies for New Staff

Keeping Children Safe in Education (Part 1 only) Dfe

Safeguarding

Use of Physical Intervention

Staff Handbook

Staff Code of Conduct

Childcare Disqualification Declaration form

Newly Appointed Staff