BOOTHVILLE PRIMARY SCHOOL

Safeguarding and Child Protection Policy

Safeguarding and Child Protection Policy				
Date	**Review Date**	**Designated Safeguarding Leader**	**Deputy Designated Safeguarding Leader**	**Governor**
Sept 16	**Sept 17**	**Rebecca Payne**	**Angela Gardner Andy Elyard**	**Felicia Ogbata-Black**

Purpose

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, 'What to do if You are Worried a Child is Being Abused' 2003 . The guidance reflects, 'Keeping Children Safe in Education' July 2016. Full guidance, Keeping Children Safe in Education is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Northamptonshire Thresholds and Pathways tools will be used to provide clear guidance to practitioners working with children, families and young people within the county to identify thresholds of need:

http://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Documents/NCC114615_Thresholds%20and%20Pathways%20June%202014_AW3.pdf

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We are aware that all adults, including temporary staff, volunteers, governors and parents have a full and active part to play in protecting our pupils from harm, and that safeguarding is the responsibility of everyone who has contact with children and their families. We are dedicated to providing an ethos of understanding and support, so that any stakeholder can raise and talk freely about their concerns, knowing that they will be listened to and appropriate action taken.

Aims

This policy will:

- Give clear direction to staff, volunteers, visitors and parents about the policy, expected behaviour responsibilities and steps to take when managing safeguarding concerns and detail how this policy is made accessible to parents and carers.
- Indicate how and when stakeholders are trained in Child Protection, and the implications arising from temporary staff, visitors, and volunteers and outside services using the school.
- Explain how, when and by whom this policy and child protection issues are monitored and evaluated.
- Detail who are the designated members of staff for Safeguarding and Child Protection concerns and set out the roles and responsibilities of all staff, the Head teacher/designated senior leaders and the Governing Body, including who will attend Child Case Conferences.
- Explain the measures which the school has put in place to prevent and support issues of safeguarding.
- Distinguish between procedures for safeguarding children and those which are concerns or disclosures about the Headteacher or other members of staff.
- Share the Confidentiality Statement – Appendix 5

Our school fully recognises that, by undertaking the above, it will ensure all procedures and practices are put in place to protect children from harm and support and promote the welfare of all children who are registered pupils at our school.

Procedures

Staff

When a member of staff joins our school, permanently or temporarily, they will be informed of the safeguarding arrangements in place. This will include the following:

- Receiving a copy of the policy
- Given directions to where the policy may be accessed by other stakeholders
- Informed as to who the Designated Safeguarding Leads are.
- Receive induction training relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this and to whom information should be passed.

Visitors

All regular visitors and volunteers to our school will be:

- told where our policy is kept
- be given a leaflet explaining our Safeguarding procedures
- told who our Designated Safeguarding Leads and told how the recording and reporting system works.

Pupils/Parents/Carers

When new pupils join our school, all parents and carers will be informed that we have a safeguarding policy. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

The child protection policy will be available in the school office for information and a copy of the policy will be offered to parents should they request one. It will also be available on the school website.

For parents involved in Child Conferences please see the statement within Child Conferences.

Staff Training

All staff will receive safeguarding updates annually. In addition to induction procedures, all members of staff will be expected to undertake additional training in school; this may be more frequent if there are changes to legislation or to local requirements. The Headteacher will record the stakeholders who are present, and any staff members who are absent will be contacted and required to meet with the Senior Designated Leaders at an agreed time, to receive the training.

Different areas of responsibility will require additional training. The people who are required to undertake this additional training are the Head teacher, the Senior Designated Safeguarding Leader and any alternate members of staff, and the Chair of Governors and the governor with responsibility for child protection. They have a duty of care to ensure that this training is then passed down to their colleagues, including making any changes or additions to guidance available to all stakeholders. Training will be refreshed every two years or sooner if legislation changes require this. This training includes "new to school/role" training and "refresher" training.

All information relating to safeguarding and associated training resources can be found on the Child Protection folder on the staff drive. Staff can additionally find safeguarding information on the Department of Education Website. All staff will additionally be issued with hard copies of relevant information.

Reporting Concerns

It is the responsibility of all staff, both teaching and non teaching, to attend training, to familiarise themselves with the contents of this policy and to follow its procedures, including monitoring. **All** school and college staff should be prepared to identify children who may benefit from early help. Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

All staff are aware of the difference between a 'concern' and a child 'in immediate danger or at risk of harm' and relevant procedures. All members of staff are aware that they can raise concerns directly with Social Care Services. In other instances, any concern for a child's safety or welfare, either possible or actual, will be recorded in writing and given to the Designated Safeguarding Lead.

If the circumstances of the child do not seem to be improving, staff members can press for reconsideration of the situation. Concerns should always lead to help for the child at some point.

Roles and Responsibilities

Whole School

All staff, both teaching and non teaching, have a responsibility to promote an ethos within our school where children are listened to, their opinions valued and their concerns noted and acted upon. This should be inherent within all teaching and learning and in the way that all staff members respond to the needs of each individual child in their care. Children at our school will be able to talk freely to any member of staff to our school if they are worried or concerned about something.

All staff and regular visitors will know how to recognise a disclosure from a child and will know how to manage this. This will be detailed in Child Protection training and the Designated Senior Leader for CP will be available to give additional support should any member of staff require it.

It will be clearly understood by all stakeholders that:

- We will not make promises to any child
- We will not keep secrets.
- We will be honest with the child about our intended actions following disclosure and be fully aware of their needs.

All staff, visitors and volunteers should be aware that safeguarding incidents can happen anywhere and all members of the school community should be alert to possible concerns being raised within our school.

As noted above, all members of staff may directly raise concerns with Children's Social Care Services.

Governing Body

In accordance with the Statutory Guidance *"Keeping Children Safe in Education" – September 2016* the Governing Body will ensure that:

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;
- The school operates Safer Recruitment practices, including appropriate use of references and

checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;

- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and that there is always cover for this role;
- The Designated Safeguarding Lead undertakes local training (in addition to basic child protection training) and this is refreshed at least annually;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Designated Officer (formerly LADO)
- Effective policies and procedures are in place and updated annually including a behaviour policy/"code of conduct" for staff and volunteers. Information is provided to the Local Authority (on behalf of the LSCBN) through the Annual Section 11 Safeguarding Return;
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school contributes to inter-agency working in line with statutory guidance *"Working Together to Safeguard Children" 2015* and *Northamptonshire County Council's "Thresholds and Pathways Document"* including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Northamptonshire Safeguarding Children Board (NSCB).

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Designated Officer;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding

concerns and that if all else fails to report these directly to Children's Social Care Services or the Police.

Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in *Annex B* of *"Keeping Children Safe in Education 2016"* and include:

Manage referrals

The designated safeguarding lead is expected to:

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

Work with others
The designated safeguarding lead is expected to:

- liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- as required, liaise with the "Case Manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

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

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

understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers; *(Section 17 (10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children)*
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should:

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

Child protection file

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

Availability

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

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

- Provision of information to the LSCBN/Local Authority on safeguarding and child protection;
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
- Acting as a source of support, advice and expertise within the school;
- Attending and contributing to child protection conferences when required;
- Ensuring each member of staff has access to and understands the school's child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance - the Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education" - 2016 – Information for all School and College Staff" and the "Staff Code of Conduct";
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Obtaining access to resources and training for all staff and attend refresher training courses every two years;
- Where children leave the school, ensuring that their child protection file is copied and handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. (Original records must be maintained securely by the school);
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on "Records and Monitoring" below.

Records, Monitoring and Transfer

- Well-kept records are essential to good safeguarding practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to, other agencies.
- Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Headteacher.
- Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school (or 6th form/FE college) with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the

confidential records to a named Designated Safeguarding Lead by registered post and original documents kept (until a child has reached 25 or 75 if the child is a looked after child). Files requested by other agencies e.g. Police, should be copied and shared as appropriate.

Support for Pupils and School Staff

Support for pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

Working with Parents/Carers

The school will:

• Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website;
• Undertake appropriate discussion with parents/carers prior to involvement of CYPS Specialist Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

Child Protection Conferences

As necessary staff members may be asked to attend a child protection conference or other appropriate meeting on behalf of the school in respect of individual children. The Leader attending from school will usually be the Headteacher or Senior Designated Safeguarding Leader, or both.

The Leader attending will need to have as much relevant up to date information about the child as possible. This evidence will be found in the Child Protection folders, kept securely, in regard to matters arising in school or where information has been gathered and shared from other agencies. The Headteacher and Designated Senior Safeguarding Leaders will also seek any additional, pertinent information from the class teacher, teaching assistant or temporary teacher.

A child protection conference will be convened if a referral has been made and the following investigation findings have considered the child to be at risk of harm, or the child is already on a child protection plan and a review conference is held to monitor the safety of the child and the required reduction in risk.

Parent/ Carer Participation in Conferences

We note and understand that child protection conferences can be upsetting for parents/carers. We recognise that we are likely to have more contact with parents/carers than other professionals involved. We will work in an open and honest way with any parent/carer whose child has been referred to Children's Services or whose child is on a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

Categories of Abuse

All staff will be made aware of the categories and indicators of abuse, through training an updates, which are included in the Appendix 2 for reference.

Categories of Abuse:

1. Physical Abuse
2. Emotional Abuse (including Domestic Abuse)
3. Sexual Abuse
4. Neglect

Guidance on Female Genital Mutilation (FSM) and Forced Marriage (FM) is included in this appendix. Information on Child Sexual Exploitation (CSE) is included in appendix

<mark>Prevention and Support</mark>

Safe Staff and Children

There are sensible steps that every adult should take in their daily professional conduct with children. Staff, visitors, students, parents and other volunteers will be made aware of any positions or situations which could compromise them or the children so that they can be avoided.

• If staff members, visitors, volunteers or parent helpers are working with children 1:1 or in a small group they will, wherever possible, be visible to other members of staff.
• They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long.
• They will not take children unsupervised into any areas, including toilets or changing rooms.
• Doors, ideally, should be left open, or have a window panel.

Safe Practice

We recognise that touch is appropriate in the context of working with children and all Staff have been given the "Safe Practice" guidance (DfE 2009) to ensure they are clear about their professional boundary.

Staff will be trained in the use of safe restraint and these records kept in the school office. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt, or is in a situation of danger to themselves or others around them, in these cases staff will follow the agreed procedure and will not be alone with a child to ensure safeguarding standards are met.

Support for children for whom there are safeguarding/child protection concerns

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Looked After Children

The school has 2 designated teachers for Looked after Children, Rebecca Payne and Clarissa Bellamy. The most common reason that a child becomes looked after is as a result of abuse/neglect. Our Governing Body and Head Teacher will support the staff to have the skills, knowledge and understanding to keeping looked after children safe. This includes clear information about a child's status (whether they are looked after under voluntary arrangements with consent of parents or have an interim or full care order.) The designated senior leader should liaise with the designated teacher (if they are different staff members) to ensure that information regarding the child's social worker is shared, as well as maintaining contact with the head of the Virtual School of Northamptonshire.

Missing Children

A child going missing from education could be at risk of abuse and neglect. The school, with the support of the Governing Body, will put in place our safeguarding responses, which include procedures given by the Local Authority through the Educational Entitlement Team, to identify those missing from education, to identify and act on any risks, to support them in returning to school, and to prevent reoccurrence of this in the future.

Our school will support all children, including those named above, by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying. (see Pupil Involvement via the Curriculum)

- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Being aware of attendance procedures and the role of the Educational Entitlement Service.
- Providing continuing support to a child about whom there have been concerns, who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

Support for Staff Members

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

Safer Recruitment

At all times the Headteacher and Governing Body will ensure that safe recruitment practices are followed by:

- ensuring that all appointment panels include at least one Leader who has successfully undertaken Safer Recruitment Training. Governors & senior staff will be encouraged to undertake such training and provide appropriate verification of having been successful in this.
- using the Teacher Services system to carry out prohibition from teaching checks.
- carrying out further checks on individuals who have lived or worked outside the UK, including a requirement that these include checks for information about any teacher sanction or restriction that a European Economic Area (EEA) professional regulating authority has imposed.
- requiring evidence of original academic certificates.
- taking up references - testimonials are not acceptable as references , references will be taken up prior to appointments being made.
- challenging the contents of application forms if we are unclear about them
- undertaking enhanced Disclosure and Barring Service (DSB) checks for all staff and by using any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

Disclosure and Barring Service

The Disclosure and Barring Service (DBS) carries out criminal record checks for specific positions, professions, employment, offices, works and licences included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

A DBS certificate will be requested as part of an organisation's pre-recruitment checks following an offer of employment, including volunteering roles and applications for specific licences.

All DBS certificates are evidenced on a central record held in the School Office. DBS enhanced checks are requested for all staff members, the Governing Body, parent helpers and regular visitors. To be eligible for an enhanced level DBS certificate, the position must be included in both the Rehabilitation Of Offenders Act 1974 (Exceptions) Order 1975 (which notes that information about spent or unspent offences must be disclosed for those working with general care of children) and in the Police Act 1997 (Criminal Records) regulations.

Procedures regarding allegations against staff members

Sometimes allegations are made against adults who come in to contact with children. All adults who come into contact with children will be made aware of the steps that will be taken if an allegation is made.

At Boothville Primary School we follow the guidance laid down by the County Council and will seek and work with the advice from our Local Authority representative. Stakeholders will be informed at training or at induction that:

• Should an allegation be made against a member of staff this should be reported to the Headteacher, and not related to the alternative Senior Leader for Child Protection.
• Should an allegation be made against the Headteacher, this will be reported to the Chair of our Governing Body who will liaise with the Local Authority. The contact details of the Chair of Governors will be made available through the school office.
• We will ensure that child protection type concerns or allegations against adults working in the school are referred to the Designated Offier for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
• If a child makes an allegation against another child, the school will follow their safeguarding procedures for disclosure/DfE guidance and also request guidance from the Local Authority via the Initial Contact Team (via Northamptonshire Police 101.) If appropriate, all parents will be kept informed.

Pupil Involvement via the Curriculum

Safeguarding in the Curriculum

Pupils are taught about safeguarding including staying safe online (refer to E-Safety Policy). The following areas are among those addressed in PSHE and in the wider curriculum:

PHSE- Activities and opportunities will be provided within the PSHE curriculum that will equip our children with the skills they need to stay safe. This will address issues such as bullying. The PHSE curriculum will also be extended to include material that will encourage our children to develop essential life skills.

In particular this will include anti-bullying work, stranger danger, e-safety, road safety, pedestrian and cycle training. Also we are committed to providing focused work in Year 6 to prepare for transition to Secondary school and to include personal safety/independent travel within this.

- ANTI-BULLYING – Dedicated sessions (within PSHE, assembly, visiting speakers) to ensure that children understand what constitutes bullying and to whom they can go to help if they have concerns about themselves or a peer. Good practice among colleagues will be shared within school. A separate anti-bullying policy is available.
- ICT - within the ICT curriculum the children will learn about e-safety. E-safety information and support will be offered to parents and carers. All staff will be trained on the acceptable use of ICT and how to support children with e-safety concerns –-safety concernsbe trained on the ing systems are in place.
- Protective Behaviours work may be undertaken with individual children as a result of recommendations from social care.

Role of the School Council

- Discussing improvements to this policy during the school year;
- Reviewing the effectiveness of this policy with the Governing Body

Every year the School Council will ask the views of all pupils by issuing a questionnaire and asking:

- Do they feel safe in school?
- Are they aware of basic safeguarding procedures in school?
- Are pupils aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they are aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

Monitoring and Evaluation

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

- Governing Body visits to the school
- An annual Report to the Governing Body
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments

- Logs of bullying/racist/behaviour incidents for SLT and the Governing Body to
- Review of parental concerns/ parent questionnaires/Parent View

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

Appendix 1 - Guidance Information and useful links

Keeping Children Safe in Education July 2016:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KC
SIE_July_2015.pdf

LOCAL

Northamptonshire Safeguarding Children Board (NSCB)
John Dryden House
8-10 The Lakes Northampton
NN4 7YD 01604 364036
http://www.lscbnorthamptonshire.org.uk/reporting_concerns_home.html

"Making Children Safer" – A Pocket Guide download at:
http://www.northamptonshire.gov.uk/mcs

Thresholds and Pathways document (updated October 2015):
http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/news/thresholds-and-pathways/

Early Help – Request for Services:
http://www.northamptonshire.gov.uk/earlyhelp

Multi-agency referral form download at:
http://www.northamptonshire.gov.uk/en/councilservices/children/protecting- children/Pages/northamptonshire-thresholds-and-pathways.aspx

ail multi-agency form to:
MASH@northamptonshire.gcsx.gov.uk

Directory of services for Early Help:
http://families.northamptonshire.gov.uk/directory-search

Directory of services for children with disabilities:
http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/special-educational-needs-disability-support/Pages/SpecialistSupportService.aspx

Education Entitlement Service Online referral form available at:
http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pag es/Education-Entitlement-Service.aspx

Safeguarding Adults access advice: Safeguarding Adults Team Northamptonshire County Council
John Dryden House, 8-10 The Lakes Northampton NN4 7YD
01604 362900 (Internal Ext 62900)
adultssafeguardingadmin@northamptonshire.gcsx.gov.uk (secure email)

e-referral form at:
http://www.northamptonshire.gov.uk/en/councilservices/socialcare/adults/Pages/Safeguardi ng-Adults.aspx

Complex Case Meetings and Locality Forums operate across Northamptonshire:

Complex Case Meetings
Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, a CAF coordinator or Troubled Families coordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

Locality Forums
The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.
Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

NATIONAL
National Society for Prevention of Cruelty to Children (NSPCC):
http://www.nspcc.org.uk/
0808 800 5000

Childline:
http://www.childline.org.uk/Pages/Homeaspx
0800 1111

Child Exploitation and Online Protection(CEOP):
http://ceop.police.uk/
0870 000 3344

Appendix 2

DEFINITIONS OF ABUSE
(from 'Keeping Children Safe in Education' 2014)

What is Child Abuse?

"A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children."

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

Sexual Abuse
Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, rubbing or touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit sexual abuse, as can children.

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

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

• provide adequate food and clothing, shelter (including exclusion from home or abandonment);
• protect a child from physical and emotional harm or danger;
• ensure adequate supervision (including the use of inadequate care takers); or
• ensure access to appropriate medical care or treatment.

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of Emotional Abuse is involved in all types of maltreatment of a child, though it may occur alone.

Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm).

Please see our Anti-Bullying Policy for more information. See Appendix 3 for information on reporting and recording.

Appendix 3

Recording and Monitoring Child Protection Concerns at Boothville Primary School

• The concern will be recorded on the school's pro-forma ("yellow form") and given to the Designated Safeguarding Lead.
• This concern can be possible or actual – both need raising and recording. We do not prove Child Protection Concerns, but we have a duty to act upon them in the best interests of the child.
• This record will be timed and dated.
• It will be signed by both the member of staff who refers the concern and the Designated Lead who receives it.
• It will be shared with the Head teacher/Designated Leads
• Where this action is to monitor and review this will be recorded as the intended action, with a review date noted as appropriate. It is recognised that some concerns are on- going and the records will reflect this.
• Regular reviews will take place.
• Any new or additional concerns will lead to an immediate review of the situation.
• All actions will be recorded and signed.
• Senior Leaders will maintain accurate and up to date records of to whom and where contact should be made in the case of serious concerns.
• Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file.
• Records will be linked to other siblings within the school, whether they share the same family name or not.
• These files will be the responsibility of the Senior Designated Safeguarding Leaders and information will only be shared within school on a need to know basis for the protection of the child.
• Any safeguarding information kept in the file may be added to. Copies of referrals, invitations to child protection conferences, core groups and reports will be stored here.
• If a child leaves our school we will ensure that our Senior Designated Safeguarding Leader makes contact with the corresponding leader at the following school and copies of the contents of the file will be forwarded. The school will retain original copies until the child reaches 25 years of age.

Recording and Monitoring Racist Incidents
Separate records are kept of any incidences of racism and these are shared with the Local Authority via SIMS.

Our commitment to equality for all is shared on the Equality Duty published annually on the website.

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

Appendix 4

Honour Based' Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 55 that requires a different approach (see following section). 56 , with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email .

Female Genital Mutilation (FGM)

We understand that it is essential for all staff members to be aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. The DfE document Keeping Children safe in Education: information for all school and college staff has been shared in hard copy form with all staff and a copy is available on the Staff Drive in the Safeguarding/Child Protection folder.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non- medical reasons.

Mandatory Reporting of FGM

Mandatory Reporting of Female Genital Mutilation – procedural information came into force on 31st October 2015.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

From 31st October 2015 the act introduces a mandatory reporting duty which requires health, social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation.

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow the NSCB's local safeguarding procedures which can be found in the procedures manual.

To further increase your awareness and knowledge on FGM you can take the free NSCB elearning course by registering and taking the 'Recognising and Preventing Female Genital Mutilation (FGM)'

The 'One Chance' rule
As with Forced Marriage (see below) guidance tells us there is the 'One Chance' rule. It is essential that any stakeholder in receipt of information that indicates that a child may be at risk of FGM take action without delay.

Forced Marriage (FM)
This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. In receipt of this information we will contact the Initial Contact Team at Northamptonshire Police

Appendix 5 - Confidentiality Statement

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

The Head teacher or DSL will disclose any information about a child to other members of staff on a need to know basis only.

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

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

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. As appropriate, we will consult with the MASH (Multi-Agency Safeguarding Hub) for initial contact support - 0300 126 1000 or Northamptonshire Police - 101 for guidance.

Appendix 6 - Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism *(Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas).*

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. *("Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).*

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent
From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard". Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies. *(According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions).* to the need to prevent people from being drawn into terrorism". *("Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).* This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.
There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel
School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance. An e-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. 85 Channel guidance is available at:

- 85 Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.
- 86 Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015.
- Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified

individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.86 The UK government has recently placed a legal duty on schools to have due regard to the need to prevent people from being drawn into terrorism.

In order to fulfil this legal duty schools must understand what is expected of them. They must be aware of the practical steps that they can take to implement effective safeguarding systems, and must develop a good understanding of the nature of these rapidly evolving issues.

The documents below detail the new legislation:

Prevent Duty Advice
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Prevent Duty Advice for England and Wales

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent Duty_Guidance_England_Wales.pdf

Appendix 7 - CSE

What is child sexual exploitation?

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. (Barnardo's, 2012).

What are the signs and symptoms of child sexual exploitation?

Grooming and sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour and/or development. However, parents, carers, school teachers and practitioners are advised to be alert to the following signs and symptoms:

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault

Appendix 8 - Child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has 52 for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

• the full name of the pupil;
• the full name and address of any parent with whom the pupil lives;
• at least one telephone number of the parent with whom the pupil lives;
• the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
• the name of pupil's destination school and the pupil's expected start date there, if applicable;

- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The School2School website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database **– Safeguarding Audit**

Appendix 9

Child Protection Leaders at Boothville Primary School 2016- 17

Designated Senior Leaders for Child Protection:

Rebecca Payne – Head Teacher

Angela Gardner – Assistant Head Teacher

Andy Elyard – Assistant Head Teacher

Designated Teacher for Looked After Children:

Rebecca Payne –Head Teacher Clarissa Bellamy – Inclusion Manager

Members of the Governing Body with responsibility for safeguarding:

Felicia Ogbata-Black – Governor with responsibility for safeguarding

Aspect	Criteria	In place (☑ or x)
Role and Responsibilities of Governing Body	The Governing Body….	
	promotes the safeguarding and welfare of all pupils	
	creates and maintains a safe learning environment for children	
	has in place policies and procedures to deal with safeguarding arrangements, pupil health and safety and bullying	
	has appointed a Designated Child Protection Teacher and Deputy Designated Child Protection Teacher	
	has nominated a Governor to be responsible for child protection and safeguarding	
	has appointed a designated teacher for looked after children	
	has in place a policy for safeguarding and child protection and a policy for school security	
	annually reviews all safeguarding and child protection policies	
	operates a safe recruitment process	
	has in place agreed staff disciplinary procedures	
	has in place appropriate training for both the Designated Child Protection Teacher and the Deputy Designated Child Protection Teacher	
	has nominated the Chair Person to liaise with the Local Authority and other agencies when dealing with an allegation against the Headteacher	

Aspect	Criteria	In place (☑ or x)
Role of the Designated Child Protection Teacher	The Designated Child Protection Teacher….	
	has received Local Safeguarding Children Board training on safeguarding and how to identify abuse	
	receives refresher training every two years	
	takes the lead responsibility for dealing with protection issues	
	knows when it is appropriate to make a referral	
	provides advice and support for school personnel	
	liaises with the Local Authority and works with other agencies	
	delivers training for all school personnel and governors	
	ensures school personnel and governors have had training in safeguarding	
	ensures school personnel and governors are able to identify the Designated Child Protection Teacher	
	ensures school personnel and governors understand the safeguarding policy and procedures	
	works closely with the Deputy Designated Child Protection Teacher establishing good working practices and procedures	
	has in place a confidential safeguarding record system	

Aspect	Criteria	In place (☐ or x)
Role of the Headteacher	The Headteacher….	
	has received training on safeguarding and how to identify abuse	
	raises the awareness of the school safeguarding and child protection policy to all school personnel, pupils, governors and visitors	
	ensures all school personnel: know the signs of abuse know how to refer disclosures and allegations of abuse know how to support a child who discloses abuse know the procedures if they observe abuse by another member of the school personnel help create a secure, caring ethos within the school establish relaxed working relationships with all pupils	
	ensures school personnel and governors are aware of their roles and responsibilities in identifying and reporting possible cases of abuse	
	creates a secure, caring ethos within the school	
	ensures safeguarding is a standard item on the agenda of all meetings of the governing body	
	ensures safeguarding policies are effective and updated annually	
	ensures parents are aware of the school's policy and procedures for safeguarding via the school handbook,	
	website and periodic newsletters	
	ensures the curriculum deals with safeguarding	
	ensures the Designated Child Protection Teacher, Deputy Designated Child Protection Teacher, school personnel and governors attend appropriate safeguarding training every three years	
	has a record of safeguarding training undertaken by school personnel and governors	
	ensures safeguarding training takes place on induction to the school	
	establishes good lines of communication within the school and with social services and local agencies	
	ensures support systems are in place for children who are at risk	
	ensures support systems are in place for school personnel dealing with a safeguarding case	
	ensures support systems are in place for school personnel who are subject to allegations	
	ensures safe recruitment procedures are in place	
	ensures Criminal Record Bureau (CRB) reference checks are undertaken and are in line with current guidance	
	has in place an up to date record of CRB checks for all school personnel and governors	
	has in place effective recruitment, induction, disciplinary and reporting procedures for all school personnel	
	has made pupils aware of what they need to do if they have a concern	

Aspect	Criteria	In place (☑ or x)
Role of the Nominated Governor for Safeguarding	The Nominated Governor for Safeguarding….	
	has received training on safeguarding and how to identify abuse	
	attends refresher training every three years	
	supports the Headteacher and Designated Child Protection Teacher in ensuring policies and procedures are in place and up to date	
	ensures a Deputy Designated Child Protection Teacher is in place	
	ensures procedures are in place to deal with allegations against school personnel, volunteers, visitors and the Headteacher	
	ensures safe recruitment procedures and checks are	
	carried out	

Aspect	Policy Titles	In place (☑ or x)
Safeguarding & School Security Policies	Acceptable Internet Use Agreement	
	Accidents and Emergencies	
	Administering Medicines	
	Alcohol and Drugs Misuse	
	Anti-Bullying	
	Anti-Cyber Bullying	
	Asthma	
	CCTV	
	Child Gone Missing On or Off Site	
	Communicable Diseases	
	Confidentiality	
	CRB Disclosure Checks	
	Dealing with Allegations Against School Personnel	
	Disciplinary Procedure	
	Display Screen Equipment	
	Epilepsy	
	E-Safety	
	Electrical Safety	
	Equal Opportunities	
	Food	
	Head lice	
	Health & Safety	
	Health & Well-being of School Personnel	
	Hygiene	
	Intimate Care	

	Intruders	
	Lone Workers	
	Manual Handling	
	Medical & First Aid	
	New & Expectant Mothers	
	No Smoking	
	Nutritional Standards	
	Parent Involvement	
	PE Safety	
	Photographic & Video Images	
	Portable Appliance Testing	
	Positive Handling (Restraint of Pupils)	
	Pupil Behaviour & Discipline	
	Reporting of Injuries, Diseases and Dangerous Occurrences	
	Risk Assessment	
	Safeguarding and Child Protection	
	Safer Recruitment	
	School Personnel Code of Conduct	
	School Toilets	
	School Trips	
	Sick Child	
	Special Educational Needs & Disabilities	
	Stress Management	
	Students on Placement	
	Sun Protection	
	Supervision of Pupils	
	Swimming Safety	
	Transport	
	Troubled and Vulnerable Children	
	Uncollected Child	
	Visitors & Contractors	
	Whistle Blowing	
	Working at Height	
	Work-life Balance	
	Workplace Environment	

Aspect	Criteria	In place (☐ or x)
Evaluation of Safeguarding & School Security Policies	Evaluation of the effectiveness of all policies in place.	
	School personnel are aware of all policies and how to implement them.	

Aspect	Criteria	In place (☐ or x)
Single Central Record	Single Central Record (SCR) updated and in place for all school personnel, governors, supply personnel, volunteers and contractors	
	SCR records names, addresses, dates of birth and date of identity check	
	SCR records qualifications for the post, date of qualifications check and who carried it out	
	SCR records dates when checks were made against List 99	
	SCR records enhanced CRB checks	
	SCR records checks undertaken by supply teacher agencies	
	CRB checks show disclosure number, date of issue and who carried out the checks	
	Pre-employment checks undertaken such as: references verification of identity academic qualifications vocational qualifications full employment history checks with previous employers checking with previous employers the reason why employment ended explanations for gaps and inconsistencies health and physical capacity to undertake the job face to face interview	
	SCR and associated information securely stored	
	Regular monitoring of the SCR undertaken	

Aspect	Criteria	In place (☐ or x)
School Personnel	Do school personnel ….	
	know who the Designated Child Protection Teacher is?	
	know who the Deputy Designated Child Protection Teacher is?	
	know who the nominated governor for Child Protection is?	
	know what to do if a child makes a disclosure?	
	know the safeguarding issues the school faces?	
	have a copy of the Child Protection policy?	
	know where a copy of the All Wales Child Protection Procedures (AWCPP) is kept?	
	know the procedures the school has in place for the "Use of Reasonable Force"?	
	know what to do if they have a concern about a member of staff or Headteacher?	

Aspect	Criteria	In place (☐ or x)
Training Content	"Working together to Safeguard Children" training for the Designated Child Protection Teacher and Deputy Designated Child Protection Teacher	
	Basic Awareness training for school personnel, governors and school volunteers to include: Responsibilities and roles School procedures Local procedures How to identify cases of abuse When to make a referral How to make a referral Who to contact How to follow procedures List of contacts	

Aspect	Criteria	In place (☐ or x)
Training Record	Up to date training record for Designated Child Protection Teacher and Deputy Designated Child Protection Teacher, school personnel, governors and school volunteers to include: Name Date Training title Content of training Venue	

Aspect	Criteria	In place (☐ or x)
Pupils and Safeguarding	Do pupils know….	
	the safeguarding procedures of the school?	
	how to keep themselves safe?	
	what behaviour towards them is unacceptable?	
	when others are placing pressure upon them?	
	what to do to resist pressure?	
	who to speak to if they are concerned about their own welfare or that of others?	
	about e-safety?	
	how to keep themselves safe during outside activities?	
	when and where to get help?	

Aspect	Criteria	In place (or x)
Vulnerable Pupils	Strategies are in place to identify vulnerable pupils	
	Internal support strategies are in place	
	External support strategies are in place	
	Impact of actions taken are monitored and evaluated	

Aspect	Criteria	In place (or x)
Child Protection File	Is in place	
	Child Protection File is kept in a secure location	
	All child protection concerns are logged in the Child Protection File using: Date Nature of concern Action taken Name of person making record Signed	
	If a child has a Child Protection File and moves to a new school the original Child Protection File is transferred to the new school	
	A copy of the Child Protection File is retained by the school	
	Children's Services is informed of the child's change of school	

Aspect	Criteria	In place (or x)
Recruitment of School Personnel	Policy in place	
	Safeguarding procedures part of induction programme of new staff	
	Governors aware of the safer recruitment process and their role in the appointment of new staff	
	All governors undertake safer recruitment training.	

Aspect	Criteria	In place (or x)
Dealing with Allegations of Abuse against members of the School Personnel & Volunteers	Policy in place	
	Procedures in place	
	All stakeholders aware of procedures for managing allegations	

Aspect	Criteria	In place (☐ or x)
Staff Disciplinary Procedures	Policy in place	
	Staff disciplinary procedures follow UK/Welsh Government guidelines re circular 45/2004	

Aspect	Criteria	In place (☐ or x)
School Security Procedures	Risk assessment of the school premises and grounds undertaken	
	Action plan to improve school security in place	
	School security procedures in place	
	School personnel aware of these procedures	
	Pupils aware of the school security procedures	
	School security discussed at meetings of the governing body	

Aspect	Criteria	In place (☐ or x)
Risk Assessments	Are risk assessments regularly reviewed and updated?	

Aspect	Criteria	In place (☐ or x)
Records of Incidents	Records of all incidents of bullying and racism in place	
	Records of referrals in place	
	Records of accidents to pupils and school personnel in place	
	Common reporting framework used such as action taken, monitoring impact and evaluation in place	

Aspect	Criteria	In place (☐ or x)
Curriculum	Personal and Social Education scheme of work in place which covers child protection and safeguarding	

Aspect	Criteria	In place (☐ or x)
School Council	School Council regularly discuss safeguarding	
	School Council send out annual pupil safeguarding questionnaire	
	School Council collate and analyse results of questionnaires	

Aspect	Criteria	In place (☑ or x)
Information for Parents	Safeguarding and child protection policy is clearly outlined in the School Handbook	
	Parents aware of the behaviour policy	
	Parents aware that social services might be contacted if there is a concern about their child's safety and well- being	

Aspect	Criteria	In place (☑ or x)
Children on the Child Protection Register	Children's Services are contacted if a pupil on the Child Protection Register is: excluded from school for a fixed term or permanently absence without explanation for more than two days	

Aspect	Criteria	In place (☑ or x)
Safeguarding Documentation	Single record of school personnel checks	
	Accident/incident log	
	Racist incident log	
	Risk assessments relating to safeguarding	

Aspect	Criteria	In place (☑ or x)
Safeguarding Reports & Circulars	The school is aware of the following documents: Safeguarding Children – Working together under the 2004 Act Safeguarding Children in Education 005/2008 All Wales Child Protection Procedures 2008 Local Safeguarding Children Board protocol and procedures Staff Disciplinary Procedures in School – Welsh Government guidance circular 45/2004 Educational Records, School Reports and the Common Transfer System – the keeping, disposal, disclosure and transfer of pupil information (Circular 18/2006) Safe and Effective Intervention – use of reasonable force and searching for weapons (Welsh Government guidance 041/2010)	

Aspect	Criteria	In place (☑ or x)
Important Telephone Numbers	Telephone contact numbers in place for….	
	Children's Services – Intake and Assessment	
	Children's Services – Emergency Duty Team	
	Safeguarding Officer	
	Safeguarding Training Officer	