

Coopers Lane Primary School



Safeguarding Policy

September 2016 – review date September 2017

At Coopers Lane School we have a primary responsibility for the care, welfare and safety of all pupils in our charge. We are committed to practice that protects children from harm.

We encourage a culture in which all staff believe safeguarding to be of the highest importance and understand that their vigilance is critical. We want all staff to feel confident to discuss their concerns with designated staff/Governors.

We establish and maintain a culture in which children feel secure, are encouraged to talk and are listened to.

This Safeguarding Policy applies to all staff, governors and volunteers working in school.

THIS SAFEGUARDING POLICY COVERS THE FOLLOWING AREAS:

- 1.0 Child Protection
- 2.0 Staff Conduct
- 3.0 Curriculum
- 4.0 Managing allegations against staff
- 5.0 Building design
- 6.0 Safe recruitment and selection
- 7.0 Whistleblowing
- 8.0 Health and Safety
- 9.0 Attendance
- 10.0 E-safety
- 11.0 Peer on Peer
- 12.0 Anti-bullying
- 13.0 Physical intervention
- 14.0 School visits
- 15.0 Use of mobile phones
- 16.0 Looked After Children
- 17.0 Preventing Radicalisation
- 18.0 Female Genital Mutilation FGM

Rationale:

This policy has been developed in accordance with the principles established by the Children Act, 1989, the Education Act, 2002 and the statutory guidance: Keeping Children Safe in Education, 2016.

At Coopers Lane we believe that the needs of the child are paramount. All children deserve the opportunity to achieve their full potential; they have the right to be protected from harm and exploitation whatever their race, religion, first language or ethnicity, gender or sexuality, age, health or disability, political or immigration status.

All staff accept their fundamental responsibility to keep pupils safe, promoting children's social, physical, emotional and moral development. All staff are trained to identify signs of abuse, and work to identify, assess, and support those children who are suffering harm. Staff will help to equip children with the skills needed to keep them safe.

Aims:

- To provide a caring environment in which children and young people feel safe, secure, valued and respected.
- To instill confidence so that pupils can trust adults and know how to approach staff if they are in difficulty.
- To raise awareness among all staff, both teaching and non-teaching, of the need to safeguard children through identification and prompt reporting of all possible cases of abuse.
- To ensure that rigorous systems of identification, reporting and monitoring are in place to protect all children from harm.
- To establish clear and effective channels of communication between staff, and to develop effective working relationships with all other agencies involved in safeguarding children including Children Social Care services, the police and health services.
- To ensure that all adults have appropriate checks completed before working with children.

Roles and Responsibilities:

The Governing Body at Coopers Lane will ensure that:

- The school has a safeguarding policy in place and that procedures are in accordance with local authority guidance.
- The safeguarding policy is made available to parents.
- Safer recruitment procedures are used at all times, and all appropriate checks are carried out on staff and volunteers who work with children.
- The designated lead responsibility for safeguarding is a member of the senior leadership team.
- All staff have undertaken the appropriate safeguarding training.
- A nominated governor will have responsibility for liaising with the delegated safeguarding lead, the LA and partner agencies.
- Oversee procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- Policies and procedures are reviewed annually, providing information to the LA about them and about how the above duties have been discharged.
- All members of the governing body will have a current DBS check.

The Head Teacher will:

- Ensure that all policies and procedures adopted by the Governing Body are fully implemented, and followed by the staff.
- Work towards establishing and maintaining a culture in school where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to

children. These concerns will be treated sensitively and proactively in line with the school's whistle-blowing policy.

- Ensure that all relevant training for all staff is up-to-date and reviewed annually.
- All members of the senior leadership team will attend annual safeguarding training provided by the local authority.
- Ensure that all staff have received section 1 of Keeping Children Safe in Education and have signed to acknowledge they have read and understood its contents.

The Inclusion Leader is the primary designated lead for safeguarding with the Head Teacher as secondary designated lead for safeguarding. In their absence, the Deputy Head/Assistant Heads will take on the following responsibilities. A designated Governor (Chair of Governors) is also identified.

The designated safeguarding lead will:

- Have received the appropriate training, which will be undertaken every year, and obtain access to resources and attend any relevant or refresher training courses.
- Ensure each member of staff has access to and understands the school's Safeguarding policy and procedures, including new and part time staff. The designated safeguarding lead should ensure the school's policies are known and used appropriately.
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role and responsibility the school has in this.
- 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.
- Be able to keep detailed, accurate and secure written records of all concerns and referrals.
- 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.
- Be alert to the specific needs of children in need, those with special educational needs/disability and young carers.
- Encourage a culture of listening to children among all staff.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and, when deciding whether to make a referral, liaise with the appropriate agencies.
- Refer all cases of suspected abuse to the local authority children's social care and the local authority designated officer (LADO) for child protection concerns which concern a staff member.
- Ensure the school's safeguarding policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, working with the governing body regarding this.
- When pupils leave the school, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.
- Ensure that safeguarding issues are regularly discussed at Governors, SLT and staff meetings.

1.0 CHILD PROTECTION:

At Coopers Lane, we fully recognise our responsibilities for child protection and strive to achieve an environment where children feel secure, supported and valued within and beyond the school gate.

We recognise that some children are the victims of neglect and/or physical, sexual or emotional abuse, Staff at school, by virtue of their day-to-day contact with and knowledge of the children in their care, are well placed to identify such abuse and to offer support to children in need.

All child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

The purpose of our child protection policy is:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

PROTECTION by following agreed procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse; protecting children from unsuitable people.

SUPPORT to victims of abuse and to staff in identifying signs and symptoms of abuse.

All adults who come into contact with children and young people have a duty of care to safeguard and promote their welfare. Our policy applies to all staff, paid and unpaid working in the school including the Board of Governors, teaching assistants, midday supervisors, administrators as well as teachers and volunteers.

- Where a staff member has a concern about a child, he/she will need to decide what action to take. Where possible, he/she should discuss this with the DSL. Possible courses of action include referral to social services, referral to other agencies, or an early help assessment
- Where a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral, however where possible the DSL or deputy DSL should be consulted. Where a staff member has a concern about a child, he/she will need to decide what action to take
- Where a referral is made by someone other than the DSL in either case, the DSL should be informed as soon as possible afterwards.

1.1 Prevention:

Coopers Lane recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and when they do, will be listened to.

- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Equip children with the skills they need to stay safe from abuse through PSHE and Citizenship teaching. This will also include information about who to turn to for help. Our pastoral curriculum reinforces essential skills for every child such as: self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgments.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- Share a common purpose with parents, which is to educate, keep children safe from harm and promote their welfare. We make explicit the responsibility placed on the school and staff for child protection by setting out our obligations and duty of care through our home/school agreement as well as raising awareness using displays in the areas of the school that parents more regularly frequent. We make parents aware that if there is perceived need, referrals to other agencies may be made and we encourage these to be seen as a constructive and helpful measure, whereby early help is made possible.
- We ensure parents are aware of our duty of care and safeguarding procedures and are able to access all our safeguarding policies via our website or by requesting a copy from the school office.

1.2 Protection:

All adults working with children have a responsibility to protect children.

At Coopers Lane, there are, however key people within school who have specific responsibilities. Tonia Pancucci (Inclusion Leader) is the designated lead for safeguarding. Paul Hooper (Head Teacher) is the secondary designated lead for safeguarding. The Deputy Head, James Mole, and the Assistant Heads, Amy Riley and Samantha Pepper deputise and support the designated leads for safeguarding. The Chair of Governors, James Green, is the Nominated member of the Board of Governors responsible for Safeguarding at Coopers Lane.

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| Tonia Pancucci Paul Hooper | James Mole, Amy Riley & Samantha Pepper | Chair of Governors – James Green |
| To attend Lewisham child protection training every year. (Minimum requirement). | To attend Lewisham Child Protection refresher training every year. | To attend Lewisham Child Protection training every year. |
| Deliver annual staff training according to the needs of the team and/or in response to current practices. | During initial meeting with new pupils – make parents aware of safeguarding policy. | Report to the governing body the number of cases (without names or details) of child protection issues in the school. |
| Liaise with class teachers, learning mentors and other relevant staff to provide support for the child in school. | Monitor children on CP register and all 'live' concerns. Receive current | Ensure safeguarding policy is reviewed annually. To oversee procedures |

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| <p>Liaise with agencies that support the child such as social care, Child and Adolescent Mental Health Services (CAMHS), Education Welfare Service and Educational Psychology service.</p> <p>Support or lead 'team around the child/family' meetings and attend case conference reviews/ core group meetings.</p> <p>Ensure the child protection policy is reviewed, updated and enforced every year.</p> <p>To meet weekly with the Deputy/Assistant Heads to discuss ongoing CP concerns.</p> <p>To meet half-termly with designated governor to discuss safeguarding.</p> <p>Ensure that relevant paperwork is copied and filed before being transferred to a pupil's new school.</p> | <p>information for children on CP register weekly.</p> <p>Lead/ attend TAC/TAF meetings as necessary.</p> <p>To maintain good relations with the school community to ensure effective support and access to support.</p> | <p>relating to allegations made against the Head Teacher.</p> |
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Coopers Lane recognises that it is an agent of referral and not of investigation. We fully accept that the investigation of child abuse is the responsibility of the children's social care department and the police and will do everything possible to support and assist them in their task.

We will endeavour to build relationships with other agencies so that understanding, trust and confidence can be built which will help to secure effective co-operation in cases of actual or suspected abuse.

Maintaining clear, concise and accurate records are essential to good child protection practice:

- All staff will record any concern on a red form and hand this to the designated person to discuss the concern and agree immediate actions.
- We will ensure we keep clear and accurate records of any child protection concerns.
- We will ensure any confidential information is kept in a locked filing cabinet separate from the child's regular school file and is only accessed by the designated leads, Deputy and Assistant Heads.
- The SLT has weekly child protection meetings to discuss 'live' concerns. Notes of these meetings are recorded and subsequent action points are made.

- Personal information about children and families held by the school are confidential and will normally not be disclosed without the consent of the subject. However, the law permits the disclosure of confidential information necessary to safeguard a child.
- While parents may request access to information kept on school files, we will not disclose information likely to cause serious harm to the physical or mental health or condition of the child or someone else. This could be whether the child is or has been subject to or may be at risk of child abuse, where the disclosure of that information would not be in the best interests of the child.
- We have a clear procedure to follow if a child makes a disclosure.

Coopers Lane recognises that sometimes people who want to cause harm to children actively seek employment that provides them access to young people.

The school will protect our pupils from having to come into contact with people with the propensity to cause harm by thorough and rigorous scrutiny of all applications. We will:

- Verify applicant's identity
- Check applicants qualifications/experience/ employment/history
- Obtain professional and character references
- Check applicant's health and physical capacity to undertake the job
- Hold a face-to-face interview for all candidates with at least one member of the Coopers Lane panel who has attended safer recruitment training
- Ensure all adults in regulated activity with the children have been DBS checked and barred list checked.
- Make staff aware of their contractual, legal, administrative and pastoral responsibilities. A key document to support staff's understanding in this area is 'Keeping Children Safe in Education' (2016) which will be made available to all staff.

1.3 Support:

We recognise that children who are victims of abuse may feel helpless and hopeless about their situation. It is also very common for children to blame themselves for the abusive behaviour of others. Our school may serve as the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation, and age appropriate awareness in order to stay safe from abuse.
- The school ethos, which promotes a positive, supportive and secure environment, and values people.
- The school's behaviour policy, which is aimed at supporting vulnerable pupils in the school. All staff have agreed on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth.
- Ensuring that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- Effective referral to, and liaison with, other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, charitable organisations and education welfare ('Team Around the Child/Family').
- A commitment to develop productive and supportive relationships with parents.

- Ensuring the efficient transference of relevant information should a vulnerable pupil move to a new school.

Staff will be supported to recognise the signs and symptoms of neglect, physical, emotional and sexual abuse.

All staff will receive child protection training year with a particular focus on recognising signs of abuse, managing a disclosure as well as recapping monitoring and reporting procedures of abuse and suspected abuse.

New/temporary staff will receive training as part of their induction process.

Should a child or a member of staff be concerned about another member of staff's conduct in relation to child protection then procedures are in place. All school staff should take care not to place themselves in a vulnerable position with a child. They should strictly adhere to the Department for Education and Skills (DfES) guidelines on teachers' behaviour and the school's policies.

Children may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head is not present. The Head Teacher will discuss the contents of the allegation with the LA designated officer. If the allegation concerns the Head, the person receiving the allegation will immediately inform the chair of the Board of Governors, or, in their absence, the vice chair, who will consult with the LA designated officer without notifying the Head Teacher first. The school will follow the LA procedures for managing allegations against staff.

Coopers Lane School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of their colleagues.

2.0 STAFF CONDUCT:

We make use of the DCSF document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.' March 2009 as the basis for our Code of Conduct. All staff are expected to follow the Coopers Lane Staff Code of Conduct and the expectations set out in the staff handbook (see Code Of Conduct and Staff Handbook).

Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for adults working with individual children to do so in view of other adults. If staff anticipate being in a situation that could be open to misinterpretation they should alert a senior manager in advance and inform the child's parent or carer. Staff should escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has an additional need that has been brought to their attention by the parent/guardian and a strategy agreed in writing. We recognise that physical touch between adults and children in relation to the activity being provided is acceptable in public places.

3.0 CURRICULUM:

We include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse and to learn to be safe in their day-to-day lives. These are particularly evident in our PSHE curriculum. Please see Teaching and Learning Policy.

4.0 MANAGING ALLEGATIONS AGAINST STAFF:

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made:

The member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present.

The Head Teacher or the senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) for Child Protection. If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Head Teacher first.

The School will follow the Lewisham Local Authority procedures for managing allegations against staff, and statutory guidance 'Keeping Children safe in Education.' (2016)

Individuals who are the subject of allegations should be informed of these as soon as possible, as should the parents and carers of any children involved. However, every effort must be taken to maintain confidentiality, in order to comply with the reporting restrictions in the Education Act 2011.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult the LADO for Child Protection, or the School's Personnel Officer.

The name of any member of staff considered not suitable to work with children will be given to the Department for Education Misconduct Team, with the advice and support of Education Personnel and in accordance with the Barring Regulations.

Any child making such an allegation will be treated sensitively and made to feel safe and listened to. If there are any immediate concerns of safety action must be taken to remove the child from harm. Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it.

5.0 BUILDING DESIGN:

In our day-to-day organisation of the school site we ensure that safety issues are given the highest priority.

Children have helped us to identify any areas of the school where they do not feel safe and we have taken immediate action to improve the situation.

Whenever improvements or adaptations are planned we take the opportunity to ensure safeguarding issues are considered and any reasonable adjustments made.

Please see 'health and safety policy' for further information.

6.0 RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING:

In recruiting and appointing staff, the Head Teacher and the School's Governing body have key responsibilities to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.

6.1 EMPLOYEES:

Advertising / Shortlisting / Interviews

We ensure that the advertisement makes clear the School's commitment to safeguarding and promoting the welfare of children.

All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children.

All person specifications include specific reference to suitability to work with children.

We ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

We will always seek at least two references to obtain objective and factual information to support our appointment decisions. These will be scrutinised and any concerns need to be resolved satisfactorily, before the appointment can be confirmed.

We endeavor to seek references on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

We will always request references directly from the referee and employers and will not rely on open references, for example in the form of 'to whom it may concern' testimonials.

On receipt, references will be checked by the Head Teacher to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate.

Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post; including information obtained from the National College for Teaching and Leadership (NCTL) Teacher Service Portal (formerly known as the Employer Access Online service).

We verify that the successful applicant has all the academic or vocational qualifications claimed.

We check his or her previous employment history and experience.

We conduct a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post.

We verify the successful applicant's identity, when they arrive for an interview.

6.2 OFFER OF APPOINTMENT/SAFER RECRUITMENT:

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of our pre-employment checks.

Before new staff are appointed, we will:

- Verify a candidate's identity from current photographic ID and proof of address;
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service);
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. This is done through the council's occupational health services;
- Verify professional qualifications, as appropriate.

6.3 DISQUALIFICATION BY ASSOCIATION:

In November, 2014, Non-statutory advice was issued by the DfE, to supplement Keeping Children Safe in Education. It concerns how staff can be disqualified by association with others and explains the effect of the Childcare (Disqualification) Regulations 2009. The advice applies to staff in schools who work in early years' provision and to those who work in later years provision for children who have not attained the age of 8. It also applies to employees who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves. Later years' provision covers childcare that is provided outside of school hours including breakfast clubs and after school care.

The supplementary advice reminds schools that they may not allow people to work in these settings or to be directly concerned in their management, if they or others in their households are "disqualified".

The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary, that: they have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad.

- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives. Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. However, there are two points to bear in mind: the person is not guilty of an offence if they do not know a person they are living with is disqualified for example if your staff member lives in shared housing. If the member of staff lives in shared housing and does not have any knowledge about the people they live with, including whether those people are disqualified, neither your member of staff nor the school has any legal requirement to seek this type of information.
- The law is clear that this issue centres on 'knowingly employing' an individual who is disqualified. Schools who regularly ask staff to confirm there are no changes in their circumstances and act on information received with regards to a staff member's suitability can be seen to be taking reasonable and appropriate steps to ensure they do not knowingly employ someone who is disqualified.

The action we are required to make:-

To identify people caught by the "by association" rule, which requires that we ask existing employees working in the early and later years provision and those who are directly concerned in the management of such provision to provide the relevant information about themselves or a person who lives or works in the same household as them. It is recommended by the supplementary advice that this is done by way of self-declaration. In future we will be asking for this information as part of the pre-employment checks we undertake on appointing new staff. Staff caught by the 'by association' rule may be able to apply to Ofsted for a waiver of disqualification but such staff may not be used unless and until such waiver.

6.4 ADDITIONAL CHECKS ON INDIVIDUALS WHO HAVE LIVED OR WORKED OUTSIDE THE U.K:

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

We will verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the council's guidance and the advice on the GOV.UK website.

We will use the NCTL's Teacher Services system to provide restriction information about teachers from the European Economic Area (EEA) and these checks will be recorded for staff from these countries.

6.5 SINGLE CENTRAL RECORD:

We keep a single central record for the school. Generally, the information to be recorded is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

The single central record will cover the following people:

- all staff (including supply staff) who work at the school
- all others who work in regular contact with children in the school including volunteers.
- Governors

In order to comply with the requirements of the Data Protection Act, we will not retain a copy of the individual's Disclosure and Barring Service (DBS) Certificate. However, copies of other documents used to verify the successful candidates identity, right to work and required qualifications will be kept on their personnel file.

6.6 VISITING PROFESSIONALS / AGENCY WORKERS / THIRD-PARTY STAFF:

We only use supply agencies that are able to provide full written vetting information about their staff prior to them starting work at the school.

The vetting information must contain the following:

- Photograph
- ID Evidence
- Teaching Agency Check
- DfE and Welsh Assembly Number
- Qualification Evidence
- Medical Check
- Barred List Check and Date
- Valid DBS Date
- Enhanced DBS number
- Further Disclosure Information, if necessary
- Right to work in the UK Check
- References Check
- CV History Check

We ask supply agencies to email the vetting information to the School Business Manager as well as to the school receptionist

The school's receptionist checks this evidence on arrival, checking that the person presenting themselves for work is the same person on whom the checks have been made.

Any discrepancies will be reported to the Business Manager immediately and the agency staff will not be able to start their work until satisfactory checks have been concluded.

Safer Recruitment records of regular agency workers are included in the school's Single Central Record.

We provide an induction for supply staff, which includes safeguarding and a briefing on any vulnerable children they will be working with.

6.7 TRAINEE / STUDENT TEACHERS:

Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, have to undergo the same safer recruitment checks as regular staff, before they can start working for the school.

Safer Recruitment records for Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, are included in the school's Single Central Record.

Where trainee teachers are fee-funded, it is the responsibility of the Training Provider to carry out the necessary checks.

6.8 OTHER VISITING PROFESSIONALS:

In making a judgment on the level of check, we use the following guidance on Regulated Activity:

REGULATED ACTIVITY:

A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work in a school or college at times when children are on school or college premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor);

All visiting professionals e.g. PE coaches, Music teachers, Health Professionals and LA advisors have to provide the school with their valid enhanced DBS details.

All kitchen staff have to provide the school with their valid enhanced DBS details. It is the responsibility of the Catering Contractor to carry out the necessary checks.

All kitchen staff's safer recruitment records are included in the school's Single Central Record.

All cleaning staff have to provide the school with their valid enhanced DBS details. It is the responsibility of the Cleaning Contractor to carry out the necessary checks.

All cleaning staff's safer recruitment records are included in the school's Single Central Record.

All Breakfast Club and After School Club Personnel have to provide the school with their valid enhanced DBS details. It is the responsibility of the Extended School Providers to carry out the necessary checks.

All Extended School Personnel's safer recruitment records are included in the school's Single Central Record.

It is the responsibility of the Business Manager to make sure all enhanced DBS checks are current and recorded.

6.9 VOLUNTEERS E.G. PARENTS/CARERS:

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

We will obtain an enhanced DBS certificate with barred list check for all volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

According to the DfE guidelines there is no requirement to request an enhanced DBS check for existing volunteers not in regulated activity.

However the school may still choose to request one as they judge necessary but may not request a check of the barred list.

If a volunteer is not engaging in regulated activity and is therefore supervised at all times, e.g. a parents accompanying their children on a school trip, the school will undertake a risk assessment and use their professional judgement and experience, when deciding whether to seek an enhanced DBS check. A barred list check is legally not allowed under these circumstances.

6.11 SCHOOL GOVERNORS:

An enhanced DBS check with barred list check will be obtained for all members of the school's governing body. The School's Governing Body can request an enhanced DBS check without a barred list check on an individual as part of the appointment process for its governors.

6.12 CONTRACTORS:

The Receptionist and/or a member of the Premises Team will always check the identity of contractors upon their arrival in the school.

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised by a member of the Premises Team, if they will have contact with children.

If a self-employed contractor is working at the school and will have unsupervised contact with children, the school will obtain a DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

6.13 GENERAL VISITORS TO THE SCHOOL:

We will not request DBS checks and barred list checks, or ask to see DBS certificates, for general visitors, e.g. children's relatives attending events in the school, etc.

7.0 WHISTLEBLOWING:

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the designated Child Protection Governor (Chair of Governors) or the LA Designated Child Protection Officer (LADO) – see Whistleblowing Policy.

8.0 HEALTH AND SAFETY:

Our Health and Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

9.0 ATTENDANCE:

Our policy on attendance is set out in a separate document and is reviewed annually by the governing body. Coopers Lane School recognises that poor attendance can be an indicator that a child is experiencing abuse. The attendance officer (Karen Hill) and senior leadership team monitor attendance weekly and report concerns to the Attendance & Welfare Officer at regular meetings.

10.0 DIGITAL SAFEGUARDING:

(See separate policy – digital safeguarding)

We ensure pupils at Coopers Lane School are protected while using digital technologies at the school. The school is committed to including digital technologies, in particular, internet use, in our curriculum. In so doing we recognise the inherent risks posed by this useful learning tool. Full compliance with the school Digital Safeguarding policy will mitigate these risks and help to ensure pupils are safe online.

11.0 ANTI-BULLYING:

Our policies on anti-bullying and cyber-bullying are set out in separate documents and are reviewed annually by the governing body. We expect staff to acknowledge that to allow or condone bullying, constitutes a lack of duty of care, which may lead to consideration under child protection procedures.

12.0 PHYSICAL INTERVENTION:

Our policy on physical intervention by staff is set out in a separate document (Behaviour Management and Anti bullying Policy Appendix D: Reasonable Force) and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

13.0 SCHOOL VISITS:

We have clear protocols in place to ensure the safety of children whilst on school trips (see visits and trips policy). These include:

- Visit procedures to be documented by staff and agreed with the Educational Visits Coordinator (all members of SLT will complete EVC training with Wide Horizons).
- A briefing for parents going on the trips
- Defined roles and responsibilities for school staff
- Risk assessments
- DBS/barred list checks for parents/carers where appropriate

14.0 USE OF MOBILE PHONES:

Please see Use of Mobile Phones policy

15.0 LOOKED AFTER CHILDREN:

Our Head Teacher and our Inclusion Leader are responsible for Looked After Children and ensure that appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. The Head Teacher and the Inclusion Leader also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding leads have details of the child's social worker and the name of the virtual school head in the authority that looks after the child

The Chair is the designated Governor for Looked After Children

16.0 PREVENTING RADICALISATION:

'Channel' and 'Prevent'

Channel, a key element of the Home Office's "Prevent" strategy, is a multi-agency approach to protect people at risk from radicalisation. As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation, and to stamp out extremism if it arises. This includes identifying pupils:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism
- Susceptible to being influenced or controlled by a group
- With relevant mental health issues

We will always take allegations and concerns of radicalisation and/or terrorism seriously.

We will help pupils channel their desire for excitement and adventure into suitable and healthy activities.

We will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

We will establish appropriate filters to protect children from terrorist and extremist material online.

Our school is stronger thanks to our open, multi-cultural and multi-faith community. We will always aim to integrate and engage every child within the school community, and in the wider community.

We will celebrate a range of different religious and cultural festivals across the year, giving every child the opportunity to take part.

We will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging in, extremist activity and/or radicalisation.

17.0 Female Genital Mutilation FGM

At Coopers Lane School we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone.

It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

At Coopers Lane School we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits.

Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include:

London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Key Points:

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

Risk Factors include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet

- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

Safeguarding Policy

Adopted

Signed by

Headteacher

Date:

Chair of Governors

Date:

Next review date:
