



POLICY FOR CHILD PROTECTION AND SAFEGUARDING

Committee:	Governing Body
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1. INTRODUCTION

- 1.1 The St Marylebone CE Bridge School ('the School'), like all schools, is required to have a Child Protection and Safeguarding Policy to set out, clearly, the procedures and practices for staff when safeguarding children and promoting their welfare. The School takes its duty very seriously towards all its pupils who have been entrusted to its care and seeks to provide an environment where all children are and feel safe, secure, valued and respected, where they have a voice and will be heard. The Governors and Head of School believe that safeguarding pupils is an essential part of the School's Church of England ethos.

2. CORE SAFEGUARDING PRINCIPLES

- 2.1 The School's responsibility to safeguard and promote the welfare of children is of paramount importance. All decisions should be made taking into account the child's wishes and with their best interests at heart.
- 2.2 Safer children make more successful learners.
- 2.3 Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.
- 2.4 All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- 2.5 All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- 2.6 Pupils and staff involved in child protection issues will receive appropriate support and, where necessary, training.

3. POLICY AIMS

- 3.1 To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- 3.2 To ensure consistent good practice.
- 3.3 To demonstrate the School's commitment with regard to child protection to pupils, parents and other partners.

4. THE ST MARYLEBONE CE BRIDGE SCHOOL'S CHILD PROTECTION & SAFEGUARDING POLICY STATEMENT

- 4.1 **The St Marylebone CE Bridge School is committed to Safeguarding and promoting the welfare of all its pupils.** We recognise our moral and statutory responsibility to

safeguard and promote the welfare of all pupils. We endeavour to provide a safe, stimulating and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect, have a culture of vigilance and an approach that 'it can happen here.' We follow our procedures to ensure that children receive effective support, protection and justice.

- 4.2 **The Governing Body and Head of School expect all staff and volunteers to share this commitment by demonstrating their understanding of how every adult working in or on behalf of the School has a duty to protect children from harm and to promote their welfare.**
- 4.3 All staff must be clear about their own role and that of others in providing a caring and safe environment for all pupils and must know how they should respond to any concerns about an individual child that may arise.
- 4.4 To this end the School will ensure that all staff, whether permanent or temporary, and volunteers know who the members of the Senior Leadership Team are who have designated overall responsibility for child protection and safeguarding.
- 4.5 These people are the Head of School and the Deputy Head of School.
- 4.6 In the absence of the Designated Safeguarding Lead (DSL) we will ensure that we have a member of staff who has the knowledge and skills necessary to deputise. In the first instance, the **Deputy Designated safeguarding lead will be responsible and there is also a Safeguarding team consisting of additional members of staff**, including the Key Stage 3 and 4 Lead(s) and the Online Safety Lead.
- 4.7 All staff will receive training during their induction period, and annually as part of the in-house INSET programme and will complete the Educare Online Child Protection refresher training . All staff will have read Part One of the DfE Guidance, '*Keeping Children Safe in Education September 2023*' and have an awareness of responsibilities, reporting requirements, threshold and procedures.
- 4.8 All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. All governors will receive appropriate safeguarding training annually.
- 4.9 The School will always follow safer recruitment procedures so that we can be confident that all adults working in the School are safe to do so. Every recruitment panel will always include at least one member of staff or governor who has completed Safer Recruitment training.

5. RELATED POLICIES:

- 5.1 The School is aware that a range of other school policies relate closely to our Child Protection and Safeguarding Policy. This policy should therefore be read in conjunction with our policies for:

- Allegations of Abuse Against Staff, including low-level concerns
 - Anti-Bullying
 - Attendance
 - Positive Behaviour
 - SRE
 - Complaints procedures
 - Equalities Information & Objectives
 - GDPR
 - Health & Safety
 - ICT Acceptable Use (inc E-Safety)
 - SEN
 - Staff Behaviour Policy (Code of Conduct)
 - Whistleblowing
- 5.2 The School understands that its work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.
- 5.3 Our Child Protection and Safeguarding Policy is written with due regard to [Safeguarding Children and Safer Recruitment in Education 2012](#) published by the [Department for Children Schools and Families](#) and [Working Together to Safeguard Children](#) published by the Department for Education in 2013 (updated September 2018) and [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges September 2023](#).
- 5.4 The School will ensure that this policy is up to date each time any subsequent, relevant guidance is issued by the Secretary of State.
- 5.5 The School's procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Partnership. Those procedures which have been adopted by the Westminster Local Safeguarding Children Partnership are available from <https://www.londonsafeguardingchildrenprocedures.co.uk/>
- 5.6 Our procedures will be followed by all adults, including volunteers, working with or on behalf of the School.
- 5.7 This policy is available to all parents either in hard copy or online at <https://www.stmarylebonebridgeschool.com/page/?title=Policies&pid=34>

6. TERMINOLOGY

- 6.1 **Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

- 6.2 **Staff** refers to all those working for or on behalf of the School, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- 6.3 **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- 6.4 **DSL** refers to the designated safeguarding lead at the School and DDSL to the deputy designated safeguarding lead.
- 6.5 **Child** includes everyone under the age of 18.
- 6.6 **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

7. ROLES AND RESPONSIBILITIES

- 7.1 **The designated safeguarding lead (DSL) for child protection is** Kate Miller.
*Contact details: email: k.miller@stmarylebonebridgeschool.com
Tel: 020 3693 4752 ext 1003*
- 7.2 **The deputy designated lead (DDSL) is:** Claire Brooks
*Contact details: email: c.brooks@stmarylebonebridgeschool.com
Tel: 020 3693 4752 ext 1003*
- 7.3 **The nominated child protection governor is** Alistair Watson
Contact details: [email c/o: clerk@stmarylebonebridgeschool.com](mailto:clerk@stmarylebonebridgeschool.com)
- 7.4 **The Executive Headteacher is:** Kathryn Pugh
*Contact details: email: k.pugh@stmaryleboneschool.com
Tel: 020 7935 4704 ext 240*

8. THE DESIGNATED SAFEGUARDING LEAD (DSL)

- 8.1 The DSL has the status and authority within the School to carry out the duties of the post, including
- committing resources and supporting and directing other staff
 - is appropriately trained, with regular updates, including Prevent awareness
 - acts as a source of support and expertise to the school community
 - has a working knowledge of Local Safeguarding Children Partnership (LSCP) procedures
 - makes staff aware of LSCP training courses and the latest policies on safeguarding
 - disseminating Prevent awareness training to all staff annually
 - keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file

- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the School, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the School's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the London Safeguarding Children Board (LSCB)
- ensures that the child protection policy and procedures are reviewed and updated annually
- liaises with the nominated governor and Headteacher as appropriate
- makes the child protection policy available publicly, on the School's website or by other means.
- is responsible for understanding the filtering and monitoring systems the School has in place.

9. THE DEPUTY DESIGNATED SAFEGUARDING LEAD

- 9.1 The DDSL is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

10. CHILD PROTECTION: KEEPING CHILDREN SAFE

10.1 Child protection: responding to concerns about individual children.

All children at the School should be able to place their trust and confidence in any adult working in the School. They should feel that they can communicate about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to communicate to them about any matter which raises child protection concerns.

10.2 All staff are instructed and expected to:

- have a child-centred approach
- listen to what the child is saying without interruption and without asking leading questions
- respect the child's right to privacy but not promise confidentiality
- reassure the child that they have done the right thing in speaking up
- explain to the child that in order to keep them safe from harm the information that has been shared with must be passed on
- report what has been disclosed to the DSL or one of Child Protection Designated Officers (CPDO) in the School

- record, as soon as is practical, what was said using the child's actual words/pictures
 - sign and date the record
- 10.3 The DSL and Child Protection Designated Officers (CPDOs) are expected to convene a safeguarding meeting with at least one other member of the Safeguarding team and then:
- assess any urgent medical needs of the child
 - consider whether the child has suffered, or is likely to suffer significant harm - check whether the child is currently subject to a Child Protection (CP) Plan or has been previously subject to a CP Plan
 - confirm whether any previous concerns have been raised by staff
 - consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's/carer's possible actions or reactions.
 - seek advice whether a referral to children's services or another outside agency should be made
 - determine which other members of staff need to know and inform them appropriately (eg the HoKS).
 - Ensure that there is always a CPDO present during school time and make arrangements for activities out of hours.
- 10.4 The CPDO will either make a referral to the child's local authority children's services duty team or referral and assessment team or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the local authority.
- 10.5 The CPDO will record the information, including details of any referral or other action taken, in the School's confidential Child Protection (CP) Record. This ensures that the relevant other senior members of the Pastoral and Safeguarding team are informed and that records are kept safely and confidentially.

11. CHILD PROTECTION: RECOGNITION OF ABUSE & TRAINING OF STAFF

- 11.1 Owing to the nature of the day-to-day relationship children at the School have with staff, all adults working in the School are particularly well-placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. The School understands that harm means the ill-treatment or impairment of a child's physical, mental or emotional health and/or development, including that caused as a result of witnessing the ill-treatment of another person. All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to one of the CPDOs, using the Online Monitoring System (Iris) or in person in the case of an emergency.

11.2 All adults working in the School will receive regular **Safeguarding and Child Protection training** and guidance in order that the school community has a culture of vigilance around safeguarding:

- annual training for all staff will be given, usually in the September INSET programme
- new and trainee staff also receive additional training
- in-year appointments will receive training at the earliest possible opportunity - training is led by at least one of the senior CPDO team
- regular safeguarding updates will be given by a member of the CPDO team through staff briefings and email updates
- all staff read and complete online training as declaration of their understanding and intent to follow the School's Safeguarding and Child Protection procedures, including the DfE Guidance: Keeping Children Safe in Education September 2023.
- the names, photographs and contact details of the School's CPDOs are highlighted in the annual INSET.

12. SAFEGUARDING: PROVIDING A SAFE ENVIRONMENT

12.1 All parents and carers of pupils attending the School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. The School will do this by:

- promoting a caring, safe and positive environment within the School
- ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- encouraging the self-esteem and self-assertiveness of all pupils through the curriculum, off-timetable days and workshops designed for particular groups and years, the enrichment programme is run through the Protective Behaviour sessions and through Whole School Worship so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not.
- working in partnership with all other services and agencies involved in the safeguarding of children
- displaying appropriate information which details contact numbers for child protection/safeguarding help-lines
- always following safer recruitment procedures when appointing staff or volunteers to work in our school
- ensuring that the school site is secure, that the gate is monitored carefully and not left open when unattended
- welcoming visitors into reception to sign-in; ensuring that visitors' badges are worn; not allowing any adults to walk around the School site unidentified
- undertaking risk assessments when planning out of school activities or trips
- inviting parents as appropriate to meetings or speaking to them by phone about their child's progress and development, or to address any concerns
- asking all parents to sign the Home-School Agreement

- ensuring that any adults or groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy

13. SAFEGUARDING & CHILD PROTECTION IN SPECIFIC CIRCUMSTANCES

13.1 Attendance

- 13.1.1 The School is aware that a pupil's unexplained absence from school could mean that they are at risk from harm. This includes both children missing from education and children who are absent from education. All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education, can act as a vital warning sign of a range of safeguarding possibilities. The school monitors closely both rates of persistently-absent and severely-absent pupils.
- 13.1.2 The School policy is to report any unexplained absence of a child with a social worker to the relevant Children's Services on the first day of absence. This is managed by the Deputy HoS and relevant HOKS.
- 13.1.3 The School policy is to call home and seek to clarify the reason for a child's absence unless a valid reason is provided in advance. This is managed by the school office and Deputy Head of School.
- 13.1.4 The School policy is to report a sustained period of absence or a repeatedly concerning pattern of absence about which we have not been notified by the parent or carer to the relevant team in the pupils' home borough.
- 13.1.5 The School will report to the Local Authority the name of any child who has been newly registered to attend the School but does not arrive on the expected day.
- 13.1.6 The School will report to the Local Authority the continued absence of a child known or thought to have been taken overseas if the child does not return to the School on the expected return date.
- 13.1.7 See the School's Attendance Policy for further details on attendance.

13.2 Behaviour & physical intervention

- 13.2.1 The School aims to maintain a safe and calm environment by expecting good behaviour from our pupils, in line with our Positive Behaviour Policy. The School expects that staff will model this behaviour for pupils.
- 13.2.2 All staff participate in Positive Behaviour for Learning training; new and trainee staff receive additional training; SLT and Lead Behaviour staff member monitors behaviour in lessons and around school and offer support and guidance to staff needing support in dealing with difficult behaviour. Staff are present before school, during lesson changeovers, breaktimes and after school.

13.2.3 The School is aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

13.2.4 All staff are advised that force should not be used when dealing with a pupil's breach of our Behaviour for Learning Policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action.

13.2.5 The School will record any occasion when physical intervention has been necessary.

13.2.6 The School will notify parents or carers of any such incident.

13.2.7 See the School's Positive Behaviour Policy for further details on behaviour, procedures and consequences.

13.3 Bullying, including child-on-child abuse

13.3.1 The School has a zero-tolerance attitude to bullying, including child-on-child abuse, and has an anti-bullying policy that sets out our clear expectations. We will always take seriously any reports of bullying, including misogyny/misandry, homophobia, biphobic, transphobic and sexual violence/harassment. Staff should be vigilant and have an attitude of 'these things can happen here.'

13.3.2 Advice about tackling and reporting sexual harassment in schools, colleges and educational settings is now part of [KCSIE 2023](#).

13.3.3 Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse
- sexual violence
- sexual harassment
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- homophobic, biphobic and transphobic behaviour

13.3.4 Pupils are reminded of the School's procedure for sharing concerns at the start of each term. Pupils can communicate to any trusted adult, either in person or via email. Pupils are aware that certain reports will have to be shared with the Safeguarding Team.

13.3.5 In order to minimise the risk of child-on-child abuse the School ensures that all staff are briefed on this specific safeguarding issue and prioritise delivering a robust SRE lesson within our PSHEE curriculum, tackling issues such as: boundaries, consent, body confidence, stereotyping, and sexual harassment.

13.3.6 If a pupil brings a concern of child-on-child abuse to an adult in school they should:

- reassure victims that they are being taken seriously and that they will be supported and kept safe
- not give the impression that the pupil is creating a problem by reporting abuse, sexual violence or sexual harassment.
- not ever make a pupil feel ashamed for making a report
- follow all actions on how to listen to and record a disclosure as listed in 10.2

13.3.7 The safeguarding team will follow up on any reports with consideration to the points below:

- the victim's wishes are considered in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. This will however need to be balanced with the School's duty and responsibilities to protect other children.
- The School will seek advice from the appropriate agencies/organisations.
- Referrals will be made as appropriate to support the victim, the perpetrator and any other children affected. This could be Early Help, Children's Services or an in-school referral for mentoring or mental health support.

13.4. Mental Health

13.4.1 All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences can impact on their mental health, behaviour and education.

13.4.2 Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

13.4.3 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or another member of the Safeguarding Team. The appropriate support will be signposted and the necessary people informed.

13.5 Contextualised Safeguarding

13.5.1 Contextual Safeguarding is an approach to understanding, and responding to, young people's experience of significant harm beyond their families.

13.5.2 Staff should recognise that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents

and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

13.5.3 All staff, but especially the Designated Safeguarding Lead and Safeguarding Team, should be considering the context within which such incidents and/or behaviours occur. Additional information regarding contextual safeguarding is available here:

<https://www.contextualsafeguarding.org.uk/>

13.5.4 Where appropriate, School staff should engage with individuals and sectors who do have influence over/within extra-familial contexts and recognise that the assessment of and intervention alongside these spaces are a critical part of safeguarding practices.

13.5.5 To ensure that we are up to date with concerns in the local area, the School will liaise with the Safer Neighbourhood Team, the Community Police Officers., Integrated Gangs and Exploitation Unit and the Inclusion Managers. In addition, the School will alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the School will be vigilant in identifying any private fostering arrangement.

13.6 Online Safety

13.6.1 The School recognises that children's use of the internet is an important part of their education but that there are risks of harm associated with its use. It is essential that children are safeguarded from potentially harmful and inappropriate online material whilst still being able to enhance their learning.

13.6.2 The School uses the LGfL Service to filter access to inappropriate content. This combines on site filtering and monitoring for devices on our network as well as cloud filtering and monitoring for devices when used remotely. The DSL and Online Safety Lead will review filtering and monitoring provision at least annually.

13.6.3 We have the following mobile phone guidance in place in School, this guidance also applies to all smart devices:

- our mobile phone guidance acknowledges the additional progress and safeguarding benefits derived from keeping phones out of use in school
- for all year groups, any phones or electronic devices must be switched off and kept in form rooms in a safe place. They must not be seen or heard in school. If they are seen or heard, they are confiscated immediately and then the following applies:
 - > on the first occasion, the phone is given back
 - > on the second occasion, contact home is made and parents/careers are advised that devices maybe kept in school if they are seen or heard again.

13.6.4 We have an Online Safety policy that addresses how we minimise online risks in school and teach children how to stay safe when using the internet in their lives both in and out of school. The School uses the LGfL filtering and monitoring system. More information can be found [here](#).

13.6.5 Online safety can be categorised into four areas of risk (the 4 Cs):

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **contact:** being subjected to harmful online interaction with other users; for example: child-to-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example: making, sending and receiving explicit images (eg consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams

13.6.6 These categories of online safety are addressed in both the PSHEE and ICT curriculum. School Mentors and Form Tutors also offer help and support for pupils unsure about, at particular risk of, or notably vulnerable to internet misuse.

13.7 Health & Safety

13.7.1 The School has a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

13.7.2 See the Health and Safety Policy for more details.

13.8 Banned items and searching

13.8.1 The School has a list of banned items which explains to pupils that these are prohibited and that there are serious consequences if a student is found to have any of these in school. The School is aware of its safeguarding responsibilities with regard to the possible need to search a student. If a student is suspected of bringing in a banned item into school, or having a banned item on their person, the School will follow the DfE Guidance: Searching, screening and confiscation:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

13.8.2 Banned items include:

- cigarettes or e-cigarettes/vapes or any related paraphernalia such as lighters
- illegal drugs or paraphernalia
- psychoactive substances / legal highs
- weapons, or anything that could be used as a weapon
- knives or blades of any kind
- pepper spray, tear gas or any similar substance

- or any other item that could cause harm

13.9 Specific safeguarding issues

13.9.1 With reference to the attention drawn to specific safeguarding issues in the latest DfE guidance 'Keeping Children Safe in Education 2023' the School follows all procedures as set out above. The guidance asks that we are aware of these issues.

13.9.2 The School will take advice from and be guided by the Hammersmith and Fulham, Kensington and Chelsea and Westminster Local Safeguarding Children Partnership (LSCP). This was formerly known as the Local Children's Safeguarding Board (LCSB).

14. WORKING WITH PARENTS AND CARERS

14.1 Pupil information

14.1.1 The School recognises the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. a residence order, a contact order, a care order, an injunction etc.)
- name and contact details of G.P.
- any other factors which may affect the safety and welfare of the child.

14.2 Confidentiality and record-keeping

14.2.1 Standard, non-sensitive information about pupils (contact addresses, phone numbers, and emergency contact details) is kept on the School's information database, SIMS (pupil Information Management System).

14.2.2 The School uses Iris to record all safeguarding issues. Sensitive information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. In instances of child protection concern, the relevant staff will be given appropriate information only on a "need to know" basis in order to support the child.

14.2.3 The School does, however, recognise the importance of sharing child protection information with the most appropriate staff (Head of School, DSL, CPDO) - and, as appropriate, HOKS and Learning Mentor and agencies, including social workers and CAMHS professionals.

- 14.2.4 The School is also aware of the importance of no single member of staff holding sensitive information about a pupil; hence the established Safeguarding meetings about Child Protection cases.
- 14.2.5 The nature of the information shared and the decision about who it is shared with will be decided by the relevant CPDO and DSL. These decisions will be made in the best interests of the child and will override any other duties we have regarding confidentiality and information sharing.
- 14.2.6 The School has a duty to keep all records which relate to child protection work undertaken by us or our partner agencies. These records must be kept with care and confidentiality. These records must:
- be kept apart from the main pupil records (ie not on SIMS)
 - stored securely and only accessible to designated members of staff
 - be sent separately from the normal school file to any future school to which the pupil transfers
 - make sure the pupil's child protection file is transferred to their new school or college as soon as possible (within 5 days for an in-year transfer or within first 5 days of the start of a new term)
 - the School will use a secure email or password protected document.
- 14.2.7 It is the duty of the CPDOs in school and appropriate members of the KS Team to keep these records up to date. Only designated members of staff will have access to these records.
- 14.2.8 If a decision is made to not discuss concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for the decision and the reason for this decision.

14.3 Referrals to partner agencies and other support services

- 14.3.1 If the School has a reason to be concerned about the welfare of a child we will seek to discuss this with the child's parents or carers in the first instance.
- 14.3.2 On occasion, according to the nature of the concern, the School might seek advice from Children's Services before speaking to the parent/carer. The School will respond to this advice accordingly.
- 14.3.3 Should this result in a referral to Children's Services being made, the School will inform the parent/carer about this, unless to do so would put the child at further risk.
- 14.3.4 On occasion, according to the nature of our concern, it may be necessary for the School to make an immediate referral to Children's Services rather than call parents in the first instance, when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

- 14.3.5 Where appropriate, the School will seek updates from partner agencies and other support services (such as social workers, healthcare specialists, therapists) to support and inform the School's work with the pupil. Information from partner agencies and other support services will be treated as confidential and will be recorded as described above (14.2).
- 14.3.6 Keeping Children Safe in Education (2023) emphasises that **any** member of staff can contact children's social care if they are concerned about a child. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

15. ADULTS WORKING WITH PUPILS

15.1 Safer recruitment

- 15.1.1 All staff and volunteers working with children in the School will be recruited safely. The School follows the guidance set out in DfE Safeguarding Children and Safer Recruitment in Schools, Working Together to Safeguard Children and Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges. The School will follow the guidance in the most up-to-date versions of these guidance papers and all subsequent/associated statutory guidance published by the Government.
- 15.1.2 Please see the School's Recruitment and Selection Policy for more detail.

15.2 Preparation for recruitment

- 15.2.1 The School will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.
- 15.2.2 The School will always consider carefully the knowledge skills and experience required to safeguard children and include these within the person specification.

15.3 Advertising

- 15.3.1 The School will advertise vacancies in a manner that is likely to attract an appropriately wide range of applicants. The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.
- 15.3.2 The advertisement will state that the post is subject to an enhanced DBS (Disclosure and Barring Service) check (previously Criminal Records Bureau check).

15.4 Applications

- 15.4.1 The new KCSIE 2023 guidance states that schools and colleges must let potential candidates know that online searches will be done as part of due diligence checks ahead of their interview.

15.4.2 The School will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.

15.4.3 The School will read all completed application forms with care.

15.4.4 The School will apply the same level of vigilance to reading application forms and employment information in whatever format it comes from recruitment agencies, if and when the School recruits via such agencies. The School only recruits via reputable agencies whose own safeguarding practice has been established.

15.4.5 If the School wishes to make an agency candidate an employee, the candidate is asked to complete the application form.

15.5 References

- The School will not accept open references or testimonials.
- The School will ask for the names of at least two referees.
- The School will, in most cases, take up references prior to interview and always when the job is offered. Specific questions about the candidate's previous employment or experience of working with children are asked at the interview.
- All successful candidates are told that their offer is subject to 2 references, Enhanced DBS with child barred list.
- The School will follow up any vague or ambiguous statements in references.

15.6 Interviews

- The School will always conduct a face-to-face interview even when there is only one candidate. This may have to be done virtually in some cases.
- The interview panel will always contain at least one member trained in safer recruitment practice (see 4.9).
- The interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.
- All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

15.7 Appointments

15.7.1 Any offer of appointment will be conditional on all requested checks having been returned as satisfactory.

15.8 Reporting concerns

15.8.1 The School will refer to the Independent Safeguarding Authority any person whose checks reveal that they have sought work when barred from working with children.

15.9 Following appointment

- 15.9.1 The School will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance. *See 11.2 for details on training and induction.*

15.10 Continuing Professional Development (CPD):

- 15.10.1 The School will ensure that all staff receive at least annual training in Safeguarding and Child Protection in our September INSET programme. Staff new to the School attend an additional Safeguarding and Child Protection INSET as part of our training and induction programme. Staff will receive regular safeguarding updates through Staff Briefing.

See 11.2 for details on training and induction.

15.11 Addressing concerns

- 15.11.1 The School will always act on any concerns that relate to the safeguarding of children. This includes addressing ill-judged actions or words of staff before these develop into more serious concerns.

15.12 Allegations

- 15.12.1 The School will always follow our locally agreed procedures for the management of allegations against staff.

15.13 Dismissal

The School will always refer to the Independent Safeguarding Authority any member of staff who is dismissed because of misconduct relating to a child. The School will also follow its Staff Disciplinary Procedure and LDBS guidance in such cases.

15.14 Safe practice and promoting positive relationships

- 15.14.1 The School has an explicit understanding that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. The School aims to provide a safe and supportive environment for our children through the positive relationships we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship.
- 15.14.2 The School will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.
- 15.14.3 All staff receive training in Positive Behaviour at least annually, with termly reflections. New and trainee staff receive additional training and all Senior Leadership Team members and Heads of Key Stage are expected to be models for the School's Positive Behaviour policy and procedures.
- 15.14.4 Teachers' Appraisal is also linked to the Teachers' Standards which include requirements to:

- demonstrate consistently high standards of personal and professional conduct - manage behaviour effectively to ensure a good and safe learning environment - fulfil wider professional responsibilities
- demonstrate positive values and attitudes, show tolerance, respect and treat pupils with dignity

15.15 Low level concerns

15.15.1 There is an agreed staff behaviour policy (sometimes called the Code of Conduct) which is compliant with 'Safer Working Practices', and includes acceptable use of technologies, staff/pupil relationships, low level concerns and communications including the use of social media

15.15.2 The School has procedures in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) in line with WSCP procedures here: [allegations against staff procedure](#). We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed.

15.15.3 The School acknowledge that Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures in place for confidentially sharing and handling of low-level concerns.

15.16 The role of an appropriate Adult in Safeguarding

15.16.1 The Police and Criminal Evidence (PACE) act advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This role is relevant where the police have detained a child or vulnerable person under PACE.

15.16.2 The role of AA is not restricted to specific individuals, in relation to children and young people under the age of 18, PACE guidance sets out that the AA can be: the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.

<https://safeguarding.network/content/safeguarding-and-the-role-of-the-appropriate-adult/>

16. MONITORING AND REVIEWING OUR POLICY AND PRACTICE

16.1 The Deputy Head of School and the Key Stage Leads, will work with the other CPDOs to monitor regularly our Child Protection and Safeguarding practices and bring any weaknesses or deficiencies to the notice of the Head of School and, subsequently as appropriate, to the notice of the Governors.

16.2 The Head of School and the Governing Body have a duty to remedy any weaknesses that are identified.

- 16.3 An annual report will be submitted to the Governors which will outline the Child Protection and Safeguarding work undertaken by the School during the year. Names of children will not be shared. Included in the report will be details of:
- staff with designated child protection and safeguarding responsibilities - the training that has been undertaken by the designated staff
 - the training that has been undertaken by all other staff and volunteers - safer recruitment: confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
 - school policies and other documents relating to safeguarding
 - child protection record-keeping procedures and confirmation that records are stored securely and where appropriate have been transferred to another school - numbers of child protection referrals made to Children's Services
 - numbers of child protection conferences or core group meetings attended
 - numbers of children who are, or have been, subject to a Child Protection Plan
 - numbers of children with a Child in Need Plan
 - numbers of children with other needs / incidents bringing them to the attention of the CPDO team, including incidents of physical restraint, allegations against staff and equalities-related incidents
 - curriculum provision relating to safeguarding and child protection issues - school systems which support and monitor pupils' welfare
 - school site safety relating to safeguarding
- 16.4 The Governors, Head of School, DSL and CPDOs will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.
- 16.5 This Policy will be reviewed annually. This Policy was last reviewed in November 2023.
- 16.6 When implementing this policy the latest guidance [KCSIE 2023](#) will be referred to, even if the guidance has changed since the last policy review. Appendix B in KCSIE 2023 outlines specific safeguarding concerns that schools should be informed of and this is always referred to for additional information.