

Child Protection and Safeguarding Policy and Procedures

Our Lady's Bishop Eton Primary School



This Handbook is reviewed and approved annually by Full Governors at their Spring Term meeting

INTENT

Our school aims to ensure that:

- All staff are aware of and their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All children feel safe and happy in school
- All staff and pupils, whatever their culture, ethnic origin, sexual orientation or gender assignment, feel equally welcome and valued.

IMPLEMENTATION

The policies and processes the school implements to achieve its intent have been organized in alphabetical order in both this Handbook and the Appendices.

IMPACT

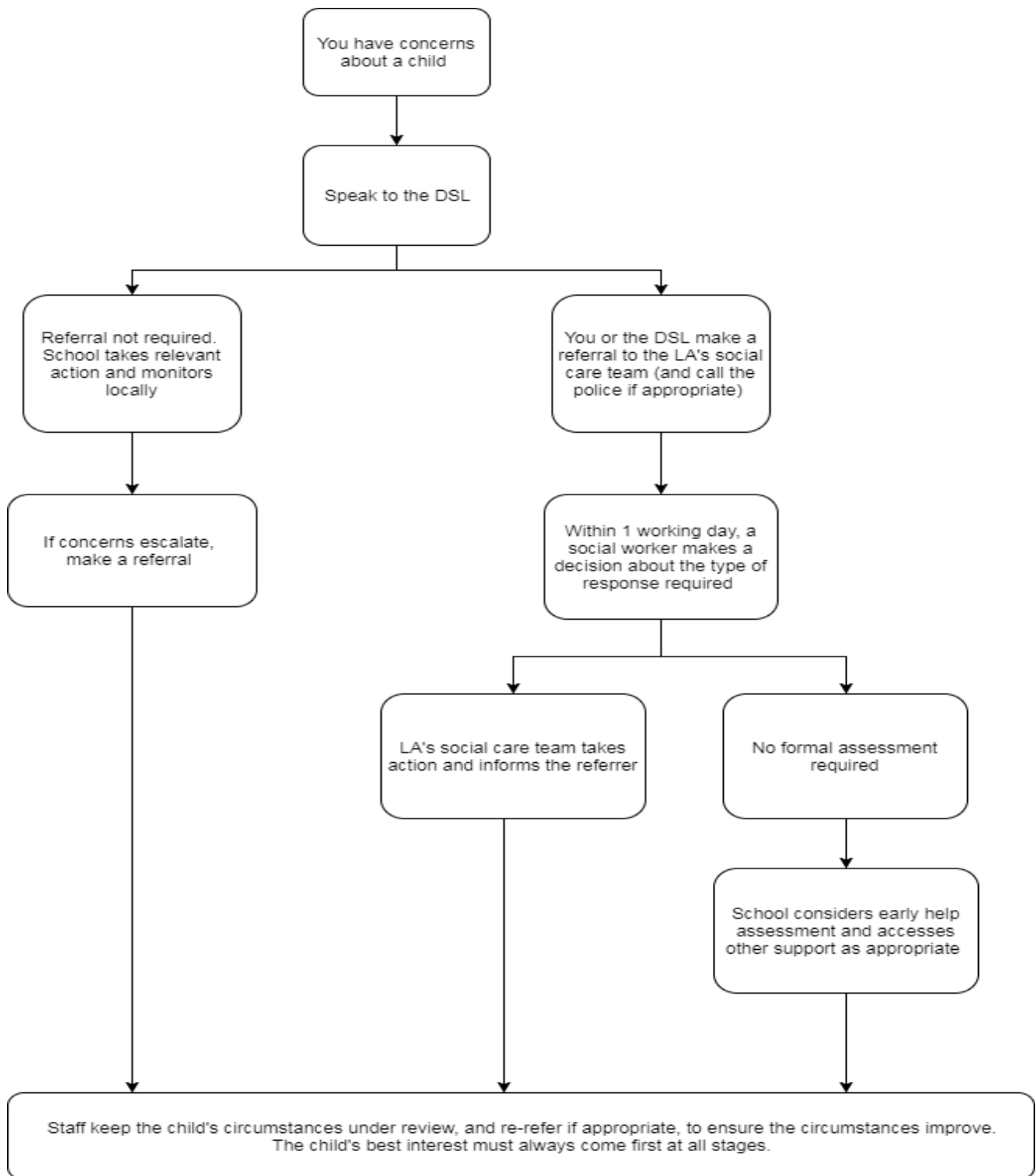
- All staff understand their statutory safeguarding duties
- Our school systems are embedded and clearly understood by all staff
- Our children are able to learn and grow in a safe, secure and happy environment
- Our parents have confidence in the school and its safeguarding systems

ABUSE

Child protection refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines abuse and neglect in more detail. Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

IF A CHILD IS IN IMMEDIATE DANGER: Make a referral to children's social care and/or the police immediately. Inform the **DESIGNATED SAFEGUARDING LEAD (DSL)** or a member of the Safeguarding Team about the referral as soon as possible.

IF YOU HAVE CONCERNS ABOUT A CHILD (AS OPPOSED TO A CHILD BEING IN IMMEDIATE DANGER): The Table below illustrates the procedure to follow. Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly and inform a member of the Safeguarding Team about the referral as soon as possible.



SAFEGUARDING CONCERNS ABOUT A CHILD WITH SPECIAL NEEDS OR DISABILITIES: Speak to a member of the Safeguarding Team or the SENDCO. A decision will then be made as to the next step and appropriate referral route. If it is appropriate to refer the case to the local authority children’s social care or the police, the DSL will make the referral.

The local authority should make a decision within 1 working day of a referral about what course of action to take and let the DSL know the outcome. The DSL will follow up the referral up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral will contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child’s situation improves.

Where appropriate, the Headteacher and/or DSL will discuss any concerns about a child with the child’s parents. If the school believes that notifying the parents would increase the risk to the child, or the allegations of abuse have been made against other children the school will discuss this with the local authority children’s social care team and record the agreed next steps.

ALLEGATIONS OF ABUSE MADE AGAINST OTHER PUPILS

The school recognises that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. Whilst most cases of pupils hurting other pupils will be dealt with under the school’s behaviour policy, the **CHILD PROTECTION AND SAFEGUARDING POLICY** will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

The school minimises the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring the curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

If a pupil makes an allegation of abuse against another pupil:

- The person they have made the disclosure to must tell the DSL and record the allegation. **THEY MUST NOT INVESTIGATE.**
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

ATTENDANCE

- **MORNING DROP OFF:** School starts at 8.55am. The front door and Pedestrian Gate are ~~closed~~ at this time as the teacher on duty returns to class. An adult must escort children arriving late to the School Office where their name will be recorded in the late book.
- **REGISTRATION:** Registers are completed by the class teachers at the beginning of both the morning and the afternoon. Registers are dated and clearly marked so that the correct information may be entered by office staff
- **ABSENCES:** The school only authorises absences if parents/carers provide a valid explanation for the absence. Parents are regularly reminded that they do not have the right to take their children out of school time for a family holiday. Parents are informed in writing when an absence is not authorised. Doctor/dentist appointments are not absences unless the child misses the whole session. A child who has a medical/dental appointment may be credited for the whole session provided s/he attends school at the first opportunity. The situation is the same for a child who leaves after registration for a valid reason such as illness, visits to secondary school etc. The special circumstances code will be considered for issues such as death in the family, moving house etc.
- **MONITORING ABSENCES IS A KEY PART OF THE SCHOOL’S SAFEGUARDING PROCESSES.** The school maintains at least 2 contacts for every child and contacts parents if there is no explanation by 9.15am on the first day of absence as a child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Should the child be identified as having set out for school and not having arrived the school will advise the parents to contact the police immediately. The school records all unsuccessful contact attempts and follows the Local Authority guidance and procedures for dealing with a child who is missing from education, particularly on repeated occasions. This includes informing the Safeguarding Lead/Team if no contact has been made. At this point a decision will be made regarding next steps i.e. a member of SLT visiting the home address and/or a phone call to the police and/or Careline. The school closely monitors: Unauthorised attendance; The attendance of vulnerable children with known welfare, safeguarding and attendance concerns; Persistent absentees. The school makes direct contact with the parents/carers of children whose attendance or punctuality is a cause for concern
- **HOMETIME: OTHER ADULTS PICKING CHILDREN UP:** If parents have arranged for another adult to pick up their child they must inform the school of this in advance in writing. Children will not be handed over to other adults if this has not been done. **EMERGENCIES WHICH WILL RESULT IN A PARENT BEING LATE:** Parents are asked to let the school know as soon as possible. Children will be taken to the school Office to wait for their parent to arrive. **EMERGENCIES WHICH WILL REQUIRE A PARENT TO MAKE ALTERNATIVE ARRANGEMENTS FOR PICK UP:** Parents are asked to let the school know as soon as possible and to inform the school as to the alternative adult who will be picking their child up. Children will be taken to the school Office to wait for the alternative adult to arrive. Should parents inform the school that their child has not returned home from school the school will advise parents to contact the police immediately.

BEHAVIOUR AND DISCIPLINE

- **THE HEADTEACHER:** implements the Schools' 'GOOD TO BE GREEN' behaviour policy consistently throughout the school, keeps records of all reported serious incidents of misbehaviour and reports to governors, termly on the effectiveness of the policy.
- **CLASS TEACHERS:** ensure that the school rules, rewards and sanctions are enforced consistently around all areas of the school, including in classes, following the agreed 'Good to Be Green' behaviour policy. They record incidents and contact parents in line with the school policy.
- **PARENTS:** are asked to read the School Rules which are clearly explained in the school prospectus and Home School Agreement, support the school's 'Good to be Green' behaviour policy, ensure that they give their children a consistent message about school rules and how to behave in school and support the school when it applies reasonable sanctions to punish a child.

GOOD TO BE GREEN LEVELLED RESPONSE

- **Stage 1: First Incident:** Verbal warning and name written on board.
- **Stage 2: Yellow Card:** Second incident: Pupil kept back in class for 5 minutes with Class Teacher. Parents will be informed verbally. A record will be kept by class teacher of total number of incidents. This will be shared at parents evening. If a child is persistently receiving yellow cards, the class teacher will inform the Headteacher.
- **Stage 3: Red Card:** Third/Repeated Incident: Red Letter will be sent home with a request for a discussion with parents. Class teacher will record in diary and inform SLT via email. Pupil attends lunchtime detention.
- **Violent/Serious Incident or Second Red Card:** A meeting will be arranged with: Head Teacher/Deputy Head Teacher, Class teacher, Parent and Child. The child will be put onto a HT Report card for 1 week. Any further incidents will be referred directly to head teacher. Other agencies will be contacted for advice/support as appropriate.
- If during a school activity a child's behaviour endangers the safety of others, the activity is stopped immediately and the child cannot take part for the rest of that session. Children may subsequently be banned from the same activity if staff are not confident that this behaviour will not re-occur.

FIXED TERM AND PERMANENT EXCLUSIONS

The school has adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003) www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time it is made clear to parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

BULLYING

Bullying is wrong and damages individual children. The school works to prevent it by developing a whole school ethos in which bullying is regarded as unacceptable.

OUR CHILDREN ARE

- Encouraged to tell anybody they trust if they are being bullied
- Invited to tell us their views about a range of school issues, including bullying through the School Council, Circle Time and regular consultations
- Invited to determine our anti-bullying code through our School Council
- Supported to understand that children with additional needs are extraordinary children who succeed despite the extra challenges they face
- Supported, if they have an additional need, through a range of strategies, to ensure that their own behaviour is not threatening to others

THE GOVERNING BODY

- Does not condone any bullying at all in our school
- Supports the head teacher in all attempts to eliminate bullying from our school
- Requires the head teacher to keep accurate records of all incidents of bullying
- Monitors incidents of bullying that do occur through the head teacher's report to governors

THE HEAD TEACHER

- Sets the school climate of mutual support and praise for success, so making bullying less likely.
- Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school
- Ensures that all staff are aware of the school policy and receive appropriate training to be equipped to identify and deal with all incidents of bullying
- Reports to governors about the effectiveness of the anti-bullying policy

TEACHERS AND SUPPORT STAFF

- Consider all forms of bullying unacceptable
- Seek to prevent it from taking place using a range of methods which help prevent bullying and establish a climate of trust and respect for all. These include:
- drama, role-play, stories etc., within the formal curriculum
- Circle time to praise, reward and celebrate the success of all children and create a positive atmosphere.

PARENTS ARE ENCOURAGED TO

- Actively promote the school's anti-bullying policy
- Immediately contact their child's class teacher or the head teacher if their child is being bullied or they suspect their child may be the perpetrator of bullying
- Support their child to develop positive anti-bullying skills

ANTI BULLYING PROCEDURES

- If a member of the Learning Support Staff is made aware of an act of bullying, they will refer it to the appropriate class teacher.
- If a class teacher is made aware of an act of bullying they will immediately investigate it themselves. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and encouraging them to change his/her behaviour in future. Teachers record the outcome.
- In some instances, teachers will refer incidents onto a member of the school's Safeguarding or Senior Leadership Team, who will follow the same procedure and record the incident and outcome.
- If a child is repeatedly involved in bullying other children, we invite the child's parents into the school to discuss the situation and the steps to be taken to address the issue.
- In more extreme cases, where these procedures have proven ineffective, the head teacher will consult with the Safeguarding Team and may contact external support agencies.

CAREERS GUIDANCE

Although as a primary school we are not concerned with direct guidance on specific careers, we are concerned with the total education of the children in our care, and with their preparation for adult life and we recognise that it is the duty of our school to develop within the children the skills, attitudes and abilities which will enable the children to be effective in a variety of adult roles and occupations. In order to achieve our aims our school curriculum is designed to provide pupils with a wide range of experiences which contribute to their growing knowledge of themselves, and which lead to the development of skills associated with choice and decision making in addition to the basic skills of literacy, oracy and numeracy. In particular, the curriculum is designed to help children to:

- Recognise different adult roles within the home and community, how labour is divided and tasks are shared.
- Understand the nature of work and occupations, paid and unpaid and how these affect people's lives and attitudes.
- Understand some of the ways in which people contribute to the complex society in which we live.
- Recognise and develop positive ways of dealing with stereotyping.
- Recognise ways in which social and economic circumstances affect people's lives.
- Develop the skills of: Working with others, as both a leader and a member of a team/Self-Appraisal & Improvement/Choice making/Communication/Problem Solving

CHILD SEXUAL OR CRIMINAL EXPLOITATION

Concerns must be immediately reported to the DSL or a member of the Safeguarding Team. A decision will then be made as to the next step and appropriate referral route.

COMPLAINTS AGAINST STAFF

General complaints may cover issues such as home school communication, homework, (setting of or volume), school organisation including uniform, lunchtime arrangements, access to extra-curricular activities and educational visits, SEN provision and issues between pupils including claims of bullying. If a parent has a general complaint with respect to a classroom issue they should, wherever possible, take this to the class teacher in an effort to resolve the matter informally without the involvement of the Headteacher. Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (Appendix 3).

CONCERNS ABOUT A STAFF MEMBER OR VOLUNTEER/WHISTLEBLOWING

Concerns about a member of staff or volunteer must be reported to the Headteacher, the DSL or a member of the Safeguarding Team. Concerns about the Headteacher must be made to the Chair of governors.

The Headteacher/Chair of Governors/DSL will then follow the procedures set out in Appendix 3, if appropriate. Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

When raising a concern, individuals must provide as much information as possible including

- The background and history of the concern (including relevant dates, times, names, places, etc)
- The nature of the concern
- The reason why they are particularly concerned about the situation.
- The names of any colleagues/employees who are considered to be either directly involved or who can help with further information.

- Any other background information eg lists of documents, etc.
- Concerns should, ideally, be raised in writing.
- All anonymous concerns will be treated seriously, however without contact details it may be difficult to clarify information, gain additional information or carry out an investigation.

The action taken by the school will depend on the nature of the concern raised. In order to protect the whistleblower, the school and those accused, initial enquiries will be made to decide whether an investigation is appropriate, and if so, what form it should take, and who should conduct it.

Concerns may be referred to the local authority, a regulatory body or the Police in criminal matters and the school will follow the procedures advised by such agencies. If an individual has raised a concern internally and feels that this has not been dealt with satisfactorily or feels that the concern needs to be raised directly with an external body they can seek from the independent whistleblowing charity, Public Concern at Work, which operates a confidential helpline to provide confidential advice, free of charge to anyone concerned about wrongdoing at work: telephone 020 7404 6609 or email whistle@pcaw.co.uk

If an employee raises a concern in good faith which they believe is in the public interest, but it is not confirmed by the investigation, then no action will be taken against them.

If an employee raises a concern that is not in the public interest and which, after investigation, turns out to be untrue, then the matter may be considered under the schools Disciplinary Procedure and disciplinary action may be taken.

CONFIDENTIALITY

Staff will never promise a child that they will not tell anyone about an allegation. Timely information sharing contributes to effective safeguarding and information will be shared on a 'need-to-know' basis. However, consent to share information will not be sought if a child is suffering, or at risk of, serious harm.

CONTINUING PROFESSIONAL DEVELOPMENT

All Staff/Volunteers undertake safeguarding and child protection training at induction.

At the beginning of each school year all Staff/Volunteers are given a copy of part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and this document is then the focus of a full staff meeting.

Staff expertise is further developed through annual Safeguarding INSET, staff meetings and regular updates from the Safeguarding Team (Volunteers as well) and staff meetings ensure staff knowledge and understanding are kept up to date. Together these ensure that all adults in the school understand:

- The school systems which support safeguarding, including the staff Code of Conduct and the role of the DSL
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for any statutory assessments that may follow a referral
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

THE HEADTECAHER, DSL AND DEPUTIES and **BUSINESS MANAGER** undertake annual external child protection and safeguarding training. In addition, they update their knowledge and skills at through prioritised training, e-bulletins etc.

GOVERNORS: All governors are sign posted to safeguarding training.

RECRUITMENT – INTERVIEW/APPOINTMENT PANELS: At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training.

CYBER BULLYING

Through the curriculum, Prospectus, Website, meetings and communication with parents, displays and school graphics; the school ensures that all members of our school community are aware of cyber bullying and how it can be prevented

The school:

- Has clear policies with regards to ICT and E-Safety which includes an Acceptable Internet Use Policy.
- Has a Safeguarding Team which meets weekly to monitor any e-safety issues and to disseminate e-safety updates
- Has clear procedures for reporting Cyber Bullying
- Follows the Safer Working Practice Guidance for Adults who work with children or young people in education settings ensuring that adults know not to give their mobile phone numbers or email addresses to any pupil or accept as a 'friend' any pupil on to their Face Book page
- Includes E-Safety as part of staff induction and continues to provide regular relevant training through staff meetings, INSET and off site provision
- Works with other agencies and professionals to keep children safe
- Ensures that no pupil has unsupervised access to the Internet and regularly remind pupils of the safe use of all technology, the dangers of cyber bullying through class discussions, PSHE, collective worship, anti-bullying week activities etc and the need to report any incident of cyber bullying to a member of the school personnel
- Confiscates any mobile phone if brought to school by children in EYFS – Y5 and requires Y6 mobile phones to be left in the School Office at the start of the day and to be picked up at home time.
- Works with parents and encourages them to discuss the safe use of technology with their children and report all incidents of cyber bullying involving their child to the school

- Has effective procedures are in place to deal with all reported incidents of cyber bullying
 - All reported incidents of cyber bullying are investigated and dealt with quickly and effectively.
 - Parents are asked to forward evidence of the alleged cyber-bullying where this has occurred outside of school using personal devices.
 - Records are kept of all incidents and their outcomes.
 - Sanctions as outlined in the school's Behaviour policy are imposed on any pupil identified as being the bully
 - Parents are informed of all events and the actions the school has taken
 - Support is provided for those pupils and school personnel who may be victims of cyber bullying
 - All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

SEXTING

Sexting disclosures follow the normal safeguarding practices and protocols. In response to an allegations or disclosure staff **MUST NOT**:

- Search a mobile device UNLESS there is clear evidence to suggest not to do so would impede a police inquiry
- Print out any material for evidence
- Move any material from one storage device to another

Staff MUST:

Inform the DSL or a member of the Safeguarding Team of the disclosure or allegation; advice will be sought with regards to the next steps to be taken. If there is an indecent image of a child on a website or a social networking site then the Safeguarding Team will report the image to the site hosting it and to CEOP www.ceop.police.uk/ceopreport, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

DATA PROTECTION

In line with the Data Protection Act 1998 personal data is:

- Processed fairly and lawfully in accordance with the rights of data subjects under the Data Protection Act 1998
- Obtained only for one or more specified and lawful purposes
- Adequate, relevant and not excessive
- Accurate and where necessary, kept up to date
- Not kept for longer than is necessary for that purpose or those purposes
- Stored securely
- Not transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of data protection.

DBS CHECKS

EXISTING EMPLOYEES: Existing employees are DBS checked every 3 years

PARENT HELPERS: NON-REGULATED ACTIVITIES: Parents helping in non-regulated activities complete an in-house registration form and read and accept the school's guide for parent helpers sign in using the electronic system and wear a Red (Supervised Visitor) lanyard and photo ID at all times

DISCLOSURES

If a child discloses a safeguarding issue staff must:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so.

EARLY HELP

If early help is appropriate, the DSL will liaise with other agencies and set up an inter-agency assessment as appropriate. The DSL will keep the case under review and the school will make a referral to local authority children's social care if the situation does not seem to be improving.

EMOTIONAL HEALTH AND WELL BEING

In order to promote good emotional health and well-being our school:

- Maintains the emotional health and well-being of our children as a valued and high profile whole school objective
- Promotes a positive attitude to relationship and conflict resolution through our whole school ethos and strategies such as cross curricular PSHE and Circle Time
- Provides blocked curriculum and enrichment activities which enable the children to explore the issues of relationships, bullying, conflict resolution and emotional well being

- Celebrates individuality, personal, social and emotional development through our ethos and culture, our curriculum and our extra-curricular programme
- Works with parents to identify and respond to concerns
- Works with external agencies including Children's Services and the National Health Service to identify and respond to concerns
- Provides support for children experiencing loss through the Rainbows Programme and referral to outside agencies
- Identifies and resources relevant professional development

If staff have any concerns with regards to a child's emotional health and well-being they must inform a member of the Safeguarding Team immediately. A decision will then be made as to the next step and appropriate referral route

EQUALITY

Some children may have an increased risk of abuse. The school is committed to anti-discriminatory practice and ensures that all children have the same protection. Special consideration is given to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

EXTREMISM

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for schools and child care providers: 'The Prevent Duty' (June 2015). The guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. School leaders and governors should read the detail of the statutory guidance, however this briefing note should provide a useful summary for all staff.

WORKING IN PARTNERSHIP: The school works in partnership with other agencies, follows Local Safeguarding Children's Board procedures and draws upon the advice of the local Prevent Co-ordinator.

STAFF TRAINING: The school has accessed training from the PREVENT Officer which has supported them to understand the risks affecting young people and to identify individual young people who may be of risk of radicalisation and what to do to support them. School staff use their professional judgement in identifying children who might be at risk and act proportionally.

IT POLICIES: The school ensures that suitable filtering is in place in their own setting and provides advice and guidance to children and families to stay safe on-line at all times.

Our school also:

- Ensures our designated safeguarding lead and safeguarding team understand how to refer concerns to Careline.
- Ensures our Values curriculum provides pupils with the time to explore sensitive or controversial issues and helps them to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and well-being.
- Takes account of the DfE guidance, supporting young people to live in modern Britain: 'Advice on Promoting Fundamental British Values in Schools' (DfE 2014)
- Provides staff with additional guidance (see below) so they can recognise children who may be more vulnerable or displaying indicators that they are at risk.

CHILDREN WHO MAY BE AT RISK OF EXTREMISM AND RADICALISATION: There is no single profile of a young person, however the following may lead to a child becoming involved in extremism and radicalisation:

- The child may experience social isolation and feel that they are distanced from their cultural/religious heritage and experiences.
- They may be searching for answers to questions about identity, faith and belonging.
- They may experience local community tensions.
- They may be vulnerable because of their own low self-esteem.
- They may have experienced bereavement or loss.
- They may feel aggrieved by experiences of racism, discrimination or government policy.
- They may have special educational needs.
- They may have perceptions of injustice.
- They may have little understanding of the consequences of their actions or little awareness of the motivations of others.
- They may experience a feeling of failure.
- They may be driven by a need for identity, social network and support.
- They may be driven by a desire for adventure, excitement or a change in their status.

POSSIBLE INDICATORS THAT A CHILD MAY BE BECOMING RADICALISED:

- Asking unusual/concerning questions and/or a change in vocabulary which include the use of inappropriate racist and homophobic language and a 'them and us' approach which identifies with a specific group or ideology
- Greater degree of personal social isolation and/or changes in appearance and/or behaviour including tattoos, badges on clothing
- Accessing extremist literature, websites and social networking sites and/or drawing pictures or symbols

- Prone to outbursts and/or advocating violence to resolve political and social situations.
- Making contact with known extremist recruiters and/or seeking to recruit others to their extremist ideology.
- Unwilling to engage in class activities.

REFERRAL MECHANISM

School staff and DSL follow the normal safeguarding procedures and act to protect children who are immediately at risk by ringing the Police Special.Branch@Merseyside.pnn.police.uk or Tel: 0151-777-8505 and making a referral to Careline. Advice will also be sought from Joanna.fitzsimmons@liverpool.gov.uk and 0151 233 7013. Mobile number 07515332702

RESOURCES

- Advice on Promoting Fundamental British Values in Schools' (DfE 2014)
- The Prevent Duty (Statutory Guidance for Schools and Childcare Providers DfE 2015)
- How Social Media is used to encourage travel to Syria and Iraq (Briefing Note to Schools, DfE 2015)
- Confidential Ant Terrorist Hotline 0800 789 321
- My Former Life Project – foundation4peace.org
- Safer Internet Centre Website
- Think u know website

FEMALE GENITAL MUTILATION

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 4. Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), and teachers will face disciplinary sanctions for failing to meet it. The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils. Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. Any member of staff who suspects a pupil is *at risk* of FGM, must speak to the DSL and follow our local safeguarding procedures.

FIRST AID

The school aims to ensure that all reasonable practical steps are taken to maintain the health, safety and welfare of all persons using the premises or participating in off-site visits. The school currently has 4 Full First Aiders and 4 Pediatric First Aiders. The number of first aid personnel is sufficient to cover break and lunchtimes and absences. The school also ensures that there is appropriate provision for after school clubs and activities. Organisations using the school site for evening and weekend lettings are responsible for ensuring their own adequate first aid provision. The school's first aid training needs are reviewed on an annual basis by the Office Manager, and particularly after any changes, to ensure the provision remains adequate. First aid boxes are placed in clearly identified accessible locations around school and are fully stocked with suitable first aid materials. Mrs. D. Wah is responsible for ensuring first aid kits are kept fully stocked. Boxes are replenished as soon as possible after use. The School Business Manager authorises the ordering of supplies.

Portable First Aid kits are taken on all school visits. A Pediatric First Aider accompanies children under 8 years old.

RECORDING AND REPORTING FIRST AID TREATMENT

Pupils – minor accident book (non-reportable accidents). Recorded in First Aid Book. Parents will not be informed of treatment.

Pupils – Bumps to the head: Recorded in First Aid Book. "Bump" note sent home or parents contacted by telephone if deemed necessary.

Serious accidents or dangerous occurrences must be brought to the attention of the Headteacher or Business Manager who will decide on further action, including overseeing the completion of a CARS report form and its submission to the Liverpool Council Health and Safety Team. If an accident is reportable, either the person who suffered the accident, or an adult who witnessed or was responsible for the supervision of that child who sustained the injury completes the form. In the event of a serious accident, the School Administrator will contact the ambulance service and request an ambulance. The child's parents will be informed as soon as possible. A member of staff will accompany the child to hospital if their parents are not available

FOOD AND NUTRITION

A well-balanced diet can enhance the health of children and that there is a significant connection between a healthy diet and the full achievement of a child's potential academically, physically, emotionally and socially. It is also important that children develop an understanding of nutrition, food hygiene and simple cooking skills so that they can make informed life choices. We aim to ensure that every pupil has access to safe, tasty and nutritious food and water during the school day and improve their knowledge of what constitutes a healthy and environmentally sustainable diet, and hygienic food preparation and storage methods.

ALLERGIES: Parents must inform the school if a child suffers from an allergy, identifying the food to which s/he reacts and the usual symptoms of the reaction. This will be recorded on the school's Medical Register and a Medical Health Plan agreed if appropriate. Staff will be made aware of vulnerable children and receive appropriate training.

BREAKFAST AND AFTER SCHOOL CLUBS: Offer children choices which all contribute to a healthy, balanced diet.

CATERING STAFF: Are valued members of our school community and School Food Action Team and are supported to access a range of appropriate training.

COOKERY: Cookery is part of the school's Design Technology curriculum and is also used to enhance provision in other parts of the curriculum. Children also have the opportunity to take part in extra-curricular cookery activities.

DENTAL HEALTH EDUCATION: The school uses the dental health resources provided jointly by Children's Services and the Directorate of Community Dental Health.

HYGIENE: Pupils are encouraged to wash their hands after going to the toilet and before eating. Cleaning and disinfecting schedules are implemented by catering staff. All staff employed in food preparation hold a basic food hygiene certificate. An independent food hygiene inspection of food storage, meal preparation and food serving areas is carried out annually. The water supply is regularly tested.

MILK: Milk is supplied in line with current legislation. Fridges are provided for its safe storage.

PACKED LUNCHES: Children eat their packed lunches in the Dining Room. Parents are encouraged to provide healthy packed lunches in a cool bag. Parents are requested not to send in foods which may cause allergic reactions.

SCHOOL FRUIT AND VEGETABLE SCHEME: All Infant children receive a free piece of fruit each morning. Junior children are encouraged to bring in fruit as a mid-morning snack.

SCHOOL MEAL PROVISION: The school promotes healthy eating and school meal provision meets government nutritional standards. Food is provided which meets the ethnic, allergenic, vegetarian, religious and medical needs of the children and staff. Menus are published on the School Website and children are encouraged to make healthy choices.

FORCED MARRIAGE

The school recognises the important role schools has in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk, DFE 2016) Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

HEAD LICE

The occurrence of Head Lice is a common problem in schools and the school liaises closely with the school nurse in order to keep abreast of the strategies and resources available to deal with this problem. Parents must inform the school if they find that their child is infected with Head Lice. The school will manage outbreaks sensitively and upon notification, will inform all parents of children in the infected child's class through a standard letter, informing them of the occurrence and requesting that they make an inspection of their own child's hair and take any necessary remedial action. Where the school suspects a child is suffering from head lice it will discreetly inform the relevant parent of the possibility of infestation. If head lice are seen in a child's hair parents will be contacted immediately and asked to take their child home so that treatment can be immediately administered and further infection of other children can be prevented. Children taken home under these circumstances should be returned to school as soon as the infestation has been treated. Absence due to head lice infestation is recorded as authorised and classified as a medical absence.

INDUCTION

Induction of all new staff includes Child Protection and Safeguarding.

INTIMATE CARE

Whilst staff will always encourage children to attempt undressing and dressing independently, sometimes it is necessary for staff to aid a child in getting dressed or undressed particularly in Reception.

CHANGING A CHILD AFTER SOILING: Y1 – Y6: Intimate care for soiling is only given with parental permission

Reception parents give written permission for Reception Staff to clean and change their child in the event of an accident. If a parent has not given consent, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parents/carers or emergency contact is able to come within a few minutes, the child, who will remain fully dressed, will be reassured and supervised away from the other children until the parent arrives.

If a parent/carer or emergency contact cannot attend, the school will seek verbal consent from parents/carers for staff to clean and change the child. This permission will be sought on each occasion that the child soils him or herself. If the parents cannot be contacted, the Head Teacher will be consulted and an appropriate decision made to meet the needs of the child.

Members of staff are aware of the danger of allegations being made against them and must take precautions to avoid this risk. These include gaining written permission from parents for children who need regular nappy changes and gaining verbal agreement from another member of staff and parents that the action in response to one of accidents is necessary.

Whilst providing the agreed intimate care staff will:

- Be aware of and responsive to the child's needs and ensure that privacy is given appropriate to the child's age and the situation
- Discuss the procedure in a friendly and reassuring way, keep physical contact to the minimum possible and encourage the child to care for him/herself as far as possible
- Ensure that, if a child requires comforting, their hands are always in view and the child is not positioned close to them in a way which could be regarded as intimate. If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable.
- Follow basic hygiene procedures, including the use of protective, disposable gloves when wiping up and disposing of soiling, spills of vomit, blood or excrement and putting soiled unwashed clothing into plastic bags to be sent home with the child

LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board. This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

LOCKDOWN

Lock down procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident/civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

It is not feasible to provide a generic lockdown plan for schools, due to the unique circumstances of each school e.g. the available means of internal communication, the age of pupils, the site layout and the geographical location. However, the guidance says that schools may find some basic principles helpful. These principles include:

- Alerting staff to the activation of the lockdown plan by a recognised signal, audible throughout the school
- Bringing pupils from outside into the school buildings as quickly as possible
- Locking all external doors and windows as necessary
- Having arrangements for staff to notify the school office of any pupils not accounted for

The school's Lock down procedure reflects this guidance and is a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Our procedure aims to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

A lock down drill is undertaken twice a year.

LOOKED AFTER CHILDREN: Policy in Appendices

MEDIA PHOTOS AND FILMING:

The use of technology has become a significant component of many safeguarding issues including: child sexual exploitation; radicalisation and sexual predation. The school obtains written consent from parents for their child to be photographed during school activities; including relevant social workers for children who are in care. Parents retain the right to withdraw their permission in writing at any time. The school follows the Data Protection Act 1998 when taking and storing photos and recordings for use in school.

MEDIA: The media operate under their own Code of Practice. Photographs taken by the media are usually exempt from the Data Protection Act. If the media are invited into school for publicity purposes the parents/carers of those children likely to appear will be informed and written consent sought.

STAFF: Staff are allowed to bring their personal phones to school but these must remain in their bags or cupboards during contact time with pupils. Staff must not take pictures or recordings of pupils on their personal phones or cameras.

PARENTS: The school does not permit parents to use personal devices to take photographs.

Staff must inform the DSL or a member of the Safeguarding Team of any behaviours by adults or children themselves that may be risky or harmful with regards to:

CONTENT: being exposed to illegal, inappropriate or harmful material

CONTACT: being subjected to harmful online interaction with other users

CONDUCT: personal online behaviour that increases the likelihood of, or causes, harm'

PRIVATE FOSTERING

The school has a mandatory duty to report to the local authority a private fostering arrangement, made without the knowledge of the local authority, for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative e.g. grandparent, brother, sister, uncle or auntie.

RECORD-KEEPING

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, are recorded. If staff have any doubts or concerns about whether to record something they must discuss it with the DSL. Confidential information and records are held securely in electronic form and are only available to those who have a necessary/professional need/right. Safeguarding records relating to individual children are securely transferred to the relevant secondary school. See Data Protection Handbook.

RECRUITMENT

ADVERTISEMENT OF POSTS: All advertisements clearly inform prospective candidates of the rigorous verification process which will be applied. This is further reinforced in the application pack documentation.

RECEIPT OF APPLICATIONS: On receipt of applications the school considers each application against the job description, the person specification and the Recruitment and Selection requirements.

PRE INTERVIEW: For those candidates short-listed the school verifies their identity through photographic evidence, the authenticity of their qualifications, their membership of any professional registers identified in the application, their full employment history and their Enhanced Disclosure status

INTERVIEW: The school ensures that the selection panel includes a member of the school's Safeguarding Team who is trained to explore with candidates their attitudes towards children and childcare and their perceptions about the boundaries of acceptable behaviour towards children. Applicant's responses to these questions inform the selection process.

POST INTERVIEW/PRE APPOINTMENT: A conditional offer of employment is made subject to all checks being completed.

APPOINTMENT AND PROBATIONARY PERIOD: An appointment is only confirmed after the full verification process has been completed. Successful candidates with a current Enhanced DBS are able to take up the post and the school will immediately submit an application for an Enhanced DBS. Depending upon the contents of the completed disclosure their position will either be confirmed or terminated. Successful candidates without a current Enhanced DBS cannot take up post until the school has received Enhanced DBS. All appointments to work with children will be subject to a three month probationary period. Post-employment management and supervision will be alert to indicators of unacceptable, unprofessional or abusive behaviour towards children on the part of an employee.

RELATIONSHIPS AND SEX EDUCATION

The aims of our school are to:

- Encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God
- Help pupils develop an understanding that love is the central basis of relationships and to encourage them to talk, listen and reflect on their own relationships and respect differences between people.
- Ensure that pupils are prepared for puberty and are supported to develop a healthier, safer lifestyle
- Create an environment in which all staff and pupils, whatever their sexual orientation or gender assignment, feel equally welcome and valued.

In order to achieve our aims Relationship and Sex Education is taught through our school ethos, positive human relationships, Values Curriculum, discrete RSE, RE and Science lessons, cross-curricular topic work and subject embedded Social Moral Spiritual & Cultural education. Significant aspects of Relationship and Sex education remain part of the National Curriculum for Science (See below) and parents are unable to withdraw pupils from such lessons.

Key Stage 1 (5-7)

- That humans move, feed, grow, use their senses and reproduce;
- To name the main external parts of the body;
- That humans grow from babies into children and then into adults, and that adults can produce babies;
- To recognise similarities and differences between themselves and other pupils

Key Stage 2 (7 – 11)

- That the life processes common to humans and all animals include nutrition, growth and reproduction
- The main stages of the human life cycle.

Teachers use their professional judgement when addressing issues in RSE and careful consideration is given to the wide and varied experience and backgrounds of the pupils in their care. Pupils in the autumn term of Year Five will learn about the emotional and the physical changes of puberty. For this particular part of the curriculum, children will remain together at first prior to forming separate groups of girls and boys for extension discussions. A similar approach will operate in the autumn term in Year Six.

ROLES AND RESPONSIBILITIES

Safeguarding and child protection is everyone's responsibility. The contents of this handbook apply to all staff, volunteers and governors and to our extended school and off-site activities.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

Our DSLs are Mr Bland (Monday, Tuesday) and Mrs Kelly (Wednesday, Thursday & Friday). The Deputy Designated Safeguarding Lead is Mr. Maher. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can be contacted through the school office: phone number 0151 722 2982 When the DSL is absent Mr Maher will act as cover. During out-of-hours/out-of-term Mrs Bostock will act as cover.

The DSLs are given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSLs keep the Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate. The full responsibilities of the DSLs are set out in their job description.

THE GOVERNING BODY

The Governing Body approves this Handbook annually at their Full Governing Body meeting each spring term and hold the Headteacher to account for its implementation. The Governing Body appoint a Safeguarding Link Governor to monitor the effectiveness of this Handbook.

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see Appendix 3)

THE HEADTEACHER

The Headteacher is responsible for the implementation of this policy, including ensuring:

- The ethos and policy statements within this handbook are actioned
- Staff (including temporary staff) and volunteer induction includes Safeguarding and Child Protection
- This handbook is available to all parents via the school website
- DSLs have appropriate time, funding, training and resources, and that there is always adequate cover if a DSL is absent
- All staff undertake appropriate and current safeguarding and child protection training
- Their availability as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Appendix 3)

SUN SAFETY

Skin cancer is one of the most common forms of cancer in the UK and the number of cases is rising. Most skin cancers are caused by excess exposure to UV radiation from the sun. To protect our children from the harmful effects of the sun as much as possible during the school day and to help them develop Sun Safe habits we ensure that all pupils will have at least one Sun Safe lesson/assembly at the beginning of the summer term. We also send parents and guardians information at the beginning of the summer term explaining what the school is doing about sun protection and how they can help. During hot weather we ask all parents to apply an appropriate sun screen and provide their child(ren) with a sun hat.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

The school administers medication to children with a Health Care Plan which includes written consent from parents. (See Supporting Children with Medical Conditions Policy)

SWIMMING

- The school provides an appropriate number of staff for supervision
- Children are supervised by staff of the same gender
- Children only use the designated communal changing rooms. Exceptions to this may be negotiated with the school
- Staff will enter changing rooms as necessary but extended contact is avoided

TRANSITION

During their time in our school our children will undergo many transitions. Some transitions may be school initiated others may arise from changing friendship groups, bereavement, parents splitting up or illness. Our school aims to help all children through all types of transition by:

- Providing information, emotional support, practical help and resources
- Supporting them to develop the emotional resilience necessary for successful and complete transition(s)

In order to achieve our aims our school:

TRANSITION FROM EXTERNAL SETTINGS TO THE FOUNDATION STAGE

- Correlates information from parents and all relevant nurseries, child care providers and outside agencies
- Implements a child friendly induction programme (See handbook for New Parents)

TRANSITION BETWEEN ALL CLASSES AND KEY PHASES

- Implements a pro-active transition programme which includes a 'Transition Day' when children can visit their new class and teacher
- Uses the 'Transition Day' to help identify any children who may have particular problems with any aspect of this change and Identifies appropriate additional support for these children, including working with parents
- Ensures that all teachers pass on full information about their children to the next class teacher
- Tracks the transfer and progress of all children

CHILDREN WITH SPECIAL NEEDS

- Identifies, organises and resources individual transition programmes
- Provides information to staff with respect to strategies to support the transition of individuals and cohorts
- Ensures support from the SENCO for staff and children both prior to and during the transition
- Works with families during each phase of the programme

TRANSITION BETWEEN SCHOOLS

- Takes part in the Common Induction Day
- Liaises with all relevant secondary schools
- Provides all relevant information within the agreed time frames
- Takes part in transition projects organised by any of the relevant secondary schools, Children's Services and/or the G10 Learning Network

CHILDREN WITH SPECIAL NEEDS

- Contributes to Transition Reviews in order to identify individual transition programmes

- Works with relevant secondary schools and families to implement individual transition programmes

TRANSITION ARISING FROM BEREAVEMENT OR LOSS OF ANY KIND

- Encourages parents/carers to allow their child(ren) to take part in the school's confidential Rainbow Programme
- Encourages children to take part in the Rainbow Programme
- Funds Rainbow training for staff/support staff
- Provides bases and resources for the Rainbow Programme

TRANSITION ARISING FROM ILLNESS

- Works with all relevant agencies to identify, implement, monitor and evaluate an appropriate Individual Health Plan
- Encourages parents/carers to allow their child(ren) to take part in the school's confidential Rainbow Programme should this be appropriate

VISITORS

Read and accept the school's code of conduct set out in the school's Visitors' leaflet. They sign in using the electronic system and wear an appropriate coloured lanyard (Yellow: Contractor/Red Supervised Visitor/Green Unsupervised Visitor) and photo ID at all times

VOLUNTEERS

Volunteers at Our Lady's Bishop Eton Primary School bring with them a range of skills and experience that can enhance the learning opportunities of children at our school. We welcome and encourage Volunteers from the local community. **OUR VOLUNTEERS INCLUDE:**

- Members of the Governing Body
- Parents of pupils
- People from the local parish
- Students on work experience
- University students on placements

THE TYPES OF ACTIVITIES THAT VOLUNTEERS ARE ENGAGED IN INCLUDE:

- Supporting class teachers in preparing teaching resources
- Supporting in class
- Working with small groups of children
- Listening to children read
- Undertaking art and craft activities with children
- Accompanying school visits

BECOMING A VOLUNTEER

Anyone wishing to become a Volunteer, either for a one off event such as a school visit, or on a more regular basis, should approach the School's Business Manager at school to discuss their skills and possible placement.

VOLUNTEER INDUCTION

All Volunteers in school will be supported by Mrs. Kelly who will discuss expectations and share school policy.

CONFIDENTIALITY

Volunteers in school are bound by a code of confidentiality. Any concerns that Volunteers have about the children they work with/come into contact with should be voiced with the Class Teacher and NOT with the parents of the child or any other individual outside of school. Comments regarding children's behaviour or learning can be highly sensitive, and if taken out of context, can cause distress to the parents of a child. Volunteers who are concerned about anything another adult in the school does or says should raise the matter with the Head Teacher or Safeguarding Lead.

SUPERVISION

All Volunteers work under the supervision of the Class Teacher of the class to which they are assigned. Teachers retain responsibility for the children at all times, including the children's behaviour and the activity they are undertaking. Volunteers are given clear guidance from the Teacher as to how an activity is to be carried out and what the expected outcome of an activity is. Volunteers are encouraged to seek further advice and guidance from the Teacher in the event of any questions or problems regarding the children's understanding of a task or if behaviour is causing concerns.

HEALTH & SAFETY

The school has a Health and Safety Policy and this is made available on request to Volunteers working in the school. This policy is also displayed on the school's Health and Safety notice board in the staffroom. Volunteers are required to sign in and out and to wear a visitor's badge whilst in school. In the event of fire, evacuation procedures are displayed in the classrooms and in prominent positions around the school. In the case of a fire or fire drill the muster point is on the front car park or back playground, depending on the area of the school the volunteer is working in. at you are in. Class teachers will alert Volunteers to any safety aspects associated with a particular task (e.g. using DT equipment/accompanying children on visits) Volunteers must exercise due care and attention and report any obvious hazards or concerns to the Class Teacher/School Business Manager..

CHILD PROTECTION

The welfare of our children is paramount. To ensure the safety of our children all Volunteers:

- Are given a copy of the Volunteer Policy
- Must apply to the school and the school will carry out the appropriate safeguarding checks.

Where a Volunteer is engaged in a 'one-off' activity e.g. helping supervise a group of children as part of a class visit, the Class Teacher will ensure that these Volunteers are kept under the constant supervision of school staff and under no circumstances will be left alone with any child.

CODE OF CONDUCT

All Volunteers must read and sign to say that they understand and agree to follow the Code of Conduct for Volunteers.

WORK EXPERIENCE PLACEMENTS

A young person is someone under the age of 18 years. Health and Safety legislation, in particular The Health and Safety (Young Persons) Regulations 1997, requires that a specific assessment is made of the health and safety risks that the young person may be exposed whilst at work. In order to protect the health and safety of young persons whom visit the Schools premises as part of a workplace placement or training scheme we:

ALLOCATE WORK PLACEMENTS USING THE FOLLOWING CRITERIA

- Professionalism and suitability of the prospective candidates
- Learning and developmental needs of the children
- Experience of the Teacher, and the Learning Support Assistant/The number of other adults working in the class
- The physical space available
- Attendance/punctuality record/commitment of students
- The ability to provide an excellent role model for pupils, particularly in spoken and written English
- Student is registered with Liverpool Compact

LIMIT THE WORK UNDERTAKEN: Our School undertakes a variety of work, the majority of which can be classified as low risk. The School does however undertake some higher risk activities such as maintenance and facilities work. Additionally, within the Schools buildings certain higher risk tasks are undertaken by contractors including catering and cleaning. Under no circumstances is a young person permitted to undertake any of these higher risk tasks or visit unaccompanied any of the restricted access areas. These include plant rooms, roof areas, catering rooms etc.

PROVIDE A MENTOR TEACHER: It is the responsibility of the Mentor Teacher to take immediate responsibility for the Work Placement's health and safety. To facilitate this, the school completes the Liverpool Compact Risk Assessment and a copy of this is given to the teacher. Liverpool Compact provide a copy to the student and their school. The Mentor Teacher also regularly checks that the young person is able to cope with the workload given and the hours of work required.

PROVIDE AN INDUCTION: To comply with our duties when the young person commences work they complete an escorted walk of the emergency fire evacuation procedures including the locations of the nearest exits and the assembly point; they are also provided with information about the school's accident reporting system and location of First Aider

HAZARDOUS SUBSTANCES: There are very few hazardous substances present within the school. The most common hazardous substances are photocopier toners and printer chemicals. The copiers use sealed toner cartridges and the toner is non-hazardous. Changing of these cartridges is undertaken by trained staff. Untrained staff, including young persons, are not permitted to undertake this task.

EMERGENCY/FIRST AID PROCEDURES: Emergency procedures are displayed in prominent areas of the buildings. First Aid staff are available. Firefighting and first aid equipment is regularly inspected. The young person will be briefed on the local fire and emergency procedures at the start of the work experience.

MANUAL HANDLING: Movement of heavy objects is carried out by the Site Manager and young persons will not be required to do manual lifting or carrying.

SMOKING: We operate a no smoking policy in all inside areas. Smoking is not permitted in any building.

WORKING HOURS AND REST BREAKS: Young persons are not left to work in isolation. The working hours of a young person are closely monitored and supervised. They generally work within the Schools core hours (08.30 to 15.30 hrs which ensures that they can travel home safely avoiding the hours of darkness. Young persons have a 15 minute break during each morning and afternoon session and a 1 Hour 15 minute lunch break.

INSURANCE: Young people on work experience are covered by the Schools Liability Insurance whilst on the premises.

EMPLOYEE CONCERNS: If at any time an individual is concerned about any issue, particularly those relating to their own safety, they must immediately speak to their Mentor Teacher. If they feel that their concerns are not being addressed, they should contact the agency responsible for their placement.

IMPAIRMENT: A physical or mental impairments includes visionary or audible problems, epileptic seizures or a restriction on an individual's mobility e.g. wheelchair bound, walking aides, etc. The school recognises its duties under the Disability Discrimination Act and will undertake all reasonable additional measures to accommodate these needs and ensure the individual's safety.

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

APPENDIX 1: TYPES OF ABUSE

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

- Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

APPENDIX 2: SAFER RECRUITMENT AND DBS CHECKS – POLICY AND PROCEDURES

We will record all information on the checks carried out in the school’s single central record (SCR). Copies of these checks, where appropriate, will be held in individuals’ personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

APPOINTING NEW STAFF

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff’s employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual’s personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

EXISTING STAFF

If we have concerns about an existing member of staff’s suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

AGENCY AND THIRD-PARTY STAFF

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

VOLUNTEERS

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

GOVERNORS

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

APPENDIX 3: ALLEGATIONS OF ABUSE MADE AGAINST STAFF

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Local Authority

DEFINITIONS FOR OUTCOMES OF ALLEGATION INVESTIGATIONS

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

PROCEDURE FOR DEALING WITH ALLEGATIONS

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate, directing them to appropriate advice and support in the form of trade union representatives, or a colleague, welfare counselling or medical advice]
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

In Early Years we will inform OFSTED of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

SPECIFIC ACTIONS

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

CONFIDENTIALITY

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

RECORD-KEEPING

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual
-
- In order to achieve our aim in our school:
 - Allegations of a Child Protection nature are not dealt with as an internal disciplinary matter.
 - The school consults the procedures outlined in the DfE Dealing with Allegations of Abuse against Teachers and Other Staff which reflects the following legislation:
 - The Children's Act 1989
 - Section 175 of the Education Act 2002
 - Section 157 of the Education Act 2002
 - The Children's Act 2004
 - Section 11 of the Children's Act 2004
- The school also consults the LA LADO before taking any action in relation to dealing with allegations of a child protection nature.
- The school follows the procedures outlined in the DfE procedures and as advised by the LA LADO consulting with and working within the appropriate multi-agency framework. The school recognizes that this is particularly important as a failure to do so may result in a child(ren) remaining at risk and school leaders being charged with preventing the course of justice.

APPENDIX 4: CODE OF CONDUCT

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment. Everyone is expected to adhere to this 'Code of Conduct' and the DfE's 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings (2009) which is available on the school's website. Everyone must also read part one of Keeping Children Safe in Education (DfE 2014). This code of conduct aims to support adults so they don't work in a manner which might lead to an allegation against them. Equally it aims to reduce the opportunity for any adult intent on grooming or harming a young person. It encourages you to work in an open and transparent way that should avoid someone questioning your motives, intentions or suitability to work with young people. It is a key principle of this code of conduct that **everyone** understands their responsibility to share **without delay** any concerns they may have about a child's welfare or an adult's behaviour towards a young person. In addition, **everyone** has a responsibility to escalate their concerns to the Local Authority Designated Officer (Liverpool Careline 0151 233 3700) if they feel that safeguarding concerns they have raised about a child or adult working at the school are not being addressed by the school.

CODE OF CONDUCT:

- If you have any concerns that a child is being harmed, abused or neglected you **must share your concerns immediately** both verbally and in writing with the school's Designated Safeguarding Lead or if they are absent, another member of the school's Leadership Team. Always listen carefully to the child and record what they tell you in the child's own words. Never promise to keep a secret.
- If you receive an allegation against an adult working in the school or observe behaviour that concerns you, you must discuss your concerns without delay with the Headteacher or Designated Safeguarding Lead. Concerns regarding the Headteacher should be directed to the Chair of Governors or Local Authority Designated Officer.
- Anyone (in emergencies or if they need to) can make a referral about their concerns for child to Liverpool Careline (tel: 0151 233 3700)

You should:

- Dress appropriately according to your role, ensuring that clothing is not likely to be viewed as offensive or revealing and that it is absent of any political or other contentious slogans or images.
- Act as an appropriate role model, treating all members of the school community with respect and tolerance.
- Ensure gifts given or received are recorded and discussed with your Line Manager.
- Respect others' confidentiality unless sharing information is appropriate to ensuring their welfare.
- Adhere to the school's policies, particularly those related to safeguarding – including child protection, behaviour, attendance, physical intervention, intimate care, anti-bullying, equal opportunities, health and safety and e-safety (acceptable user policy).
- Report any behaviour or situations which you may feel give rise to a complaint or misunderstanding in respect of your own actions. Also share situations with your Line Manager if you feel your actions might have sat outside this code of conduct.
- Share with your Line Manager or Headteacher any behaviour of another adult in the school where it gives you cause for concern or breaches this code of conduct or the school's safeguarding policies. Your intervention may allow for their practice to be supported and developed and/or prevent a child from being harmed.

Never:

- Make, encourage or ignore others, making personal comments which scapegoat, demean or humiliate any member of the school community.
- Use your position to intimidate, bully, humiliate, coerce or undermine any member of the school community. This includes shouting in anger and aggressively to punish them rather than raising your voice to be heard or avoid danger.
- Develop 'personal' or sexual relationships with children and young people, including making sexual remarks or having inappropriate sexual banter. In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person in full time education/below the age of 18, even if that pupil is over the age of consent.
- Engage in inappropriate conversations with students or share inappropriate personal information about yourself or others.

- Discriminate favourably or unfavourably towards a child.
- Give personal contact details to pupils or communicate outside of school using social networks, email, text, twitter etc or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.
- Have conversations on social networking sites that make reference to children, parents or other colleagues at the school or be derogatory about the school. Never make any statements or post images on social networking sites that might cause someone to question your suitability to act as a role model to young people or bring your own or the school's reputation into disrepute. You should never communicate with parents through social network sites and you are strongly advised to declare any existing friendships/relationships to your Line Manager.
- Use personal equipment to photograph children (always use the school's equipment) and ensure any photographs are only stored on the designated secure place on the school's network and not on portable equipment.
- Use your personal mobile phone in areas used by children unless in emergencies or under an agreed protocol set out by the headteacher
- Undertake 'one to one' activities out of the sight of others unless it is a planned activity with the knowledge of your Line Manager and in keeping with your particular responsibilities.
- Transport children unsafely, for example by driving whilst using your mobile phone, consuming alcohol, failing to ensure that seat belts are worn or driving without appropriate insurance. Any trips should be planned and with the knowledge of your Line Manager. Unforeseen events should be reported to your Line Manager. It is good practice to have another adult to act as an escort during the journey
- Have physical contact with young people that might be misconstrued or considered indecent or harmful. Ensure you are always able to give an account of the reasons for physical contact or physical intervention. Where physical contact is required it is good practice for it to be within the sight of others. Any physical contact with a child that was needed to control or restrain a child should be the minimum required.

All school employees should have a clear understanding of their responsibilities under this code of conduct. It aims to help them avoid poor working practices that *may* lead to their behaviour being *investigated* and the *consideration* of disciplinary procedures.

3 MINUTE READS: The school has produced these to support staff training and understanding

ABUSE AND NEGLECT

ABUSE

Abuse: a form of maltreatment of a child by inflicting harm or by failing to prevent harm. A child may be abused by an adult or adults or by another child or children.

PHYSICAL ABUSE

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

EMOTIONAL ABUSE The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development . It may involve:

- Conveying to a child that they are worthless or unloved
- Not giving a child the opportunity to express their views
- Imposing age or developmentally inappropriate expectations
- Child Seeing or hearing the ill-treatment of another
- Serious bullying, including cyber bullying
- The exploitation or corruption of a child

SEXUAL ABUSE

Involves forcing or enticing a child to take part in sexual activities whether or not a child is aware of what is happening. Can be perpetrated by adult males and females and other children. Activities may involve

- Physical contact
- Non-contact such as involving children in looking at, or in the production of sexual images.
- Encouraging children to behave in sexually inappropriate ways
- Grooming a child in preparation for abuse

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision
- Respond to a child's basic emotional needs

GROUPS OF CHILDREN WHO ARE VULNERABLE TO ABUSE AND NEGLECT

- Children with special educational needs
- Children with disabilities
- Children in care
- Children living in chaotic homes
- Young carers
- Asylum seekers
- Those vulnerable to prejudice and discrimination, isolation and social exclusion

- Those at risk of female genital mutilation, forced marriage and other forms of honour based violence
- Children living away from home or moving home frequently
- Children vulnerable to being bullied or to bullying others

INDICATORS OF ABUSE AND NEGLECT

A child may:

- Ask if you will keep a secret before offering to tell you something
- Talk about a friend who has a problem
- Have unexplained or untreated injuries
- Be severely bruised or injured
- Talk of being in pain or discomfort
- Be unwilling to change in front of others for PE
- Be unwilling to discuss injuries, marks or bruises
- Always cover up arms and legs even in hot weather
- Flinch/run away when approached
- Have sudden behavioural changes
- Displays low self-esteem, extreme anger, sadness or depression
- Have urinary tract infections
- Have unexplained amounts of money
- PLUS MORE

**IF YOU SEE SIGNS OF NEGLECT OR ABUSE YOU MUST REPORT THIS IMMEDIATELY TO:
MRS KELLY, MR. BLAND, MRS. BOSTOCK, MR. MAHER, MRS. MURRAY
YOU WILL BE ASKED TO COMPLETE A CHILD PROTECTION/CHILD WELFARE CONCERN FORM**

CHILDREN MISSING IN EDUCATION

THE LAW

Pupil Registration Regulations came into force on the 1st September 2016. The regulations apply to all non-standard transitions; this is whenever a child of compulsory school age leaves a school before completing the school's final year. The guidance places a greater responsibility on schools to carry out 'reasonable enquiries' when the whereabouts of a pupil is unknown prior to deleting from the school roll.

CHILD LEAVING A SCHOOL

Inform the LA in every circumstance when they are about to delete a pupil's name from the admission register

The full name of the pupil;

The full name and address of any parent with whom the pupil lives;

At least one telephone number of the parent with whom the pupil lives;

The full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable

The name of pupil's destination school and the pupil's expected start date there, if applicable

The ground in regulation 8 under which the pupil's name is to be removed from the admission register

CHILD JOINING A SCHOOL

Provide information, within 5 days, to the LA when registering new pupils, including the pupil's address and previous school (again where they can reasonably obtain this information). Schools must enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

USEFUL CONTACTS

Local authority contact officer: jane.savage@liverpool.gov.uk Telephone: 0151 233-0349

ONE CHANCE RULE: BELIEVE That children can go missing in education: ACT Follow the Children Missing in Education protocol

CHILD SEXUAL EXPLOITATION

WHAT IS CSE?

Sexual exploitation involves exploitative situations, contexts and relationships where young people receive food, accommodation, drugs, alcohol, cigarettes, affection, gifts or money as a result of them performing, and/or another performing on them, sexual activities.

TYPES OF CSE

INAPPROPRIATE RELATIONSHIPS which usually involve an older perpetrator who has power or control, physical, emotional or financial, over the young person. The young person may believe they are in a loving relationship or may simply be expected to have sex for food and shelter.

The **"BOYFRIEND" MODEL** is where the perpetrator grooms the young person to believe they are in a relationship before coercing or forcing them to have sex with friends or others.

ORGANISED & NETWORKED SEXUAL EXPLOITATION OR TRAFFICKING. This is undertaken by networks of serious organized criminals who organize sex parties and prostitute young girls and boys. This may involve young people being traded or moved around the country. Young people may be forced into recruiting other victims.

WHO IS MOST AT RISK?

Young people who are socially, emotionally and economically vulnerable. There are typical vulnerabilities prior to abuse:

- Living in a chaotic or dysfunctional household, residential care, a hostel, bed & breakfast or a foyer or Homeless
- History of abuse, recent bereavement or loss
- Lacking friends from the same age group
- Living in a gang neighbourhood or gang association through relatives, peers or intimate relationships
- Attending school or being friends with young people who are sexually exploited
- Excluded from school
- Learning disabilities
- Low self-esteem or self-confidence
- Vulnerabilities around sexual orientation
- Becoming disruptive at home or school
- Repeat sexually transmitted infections, pregnancy and terminations
- Changes in physical appearance
- Sexually inappropriate or harmful behaviours
- Associating with significantly older men
- Getting into cars of unknown male or having unusual association with taxi firms/drivers
- Having keys to premises or hotels
- Missing from home, school or care or Regularly returning home late or going missing for days
- Knowledge of different towns or cities
- Being defensive about where they have been or what they have been doing
- Physical injuries, marks or scars which they try to conceal
- Drug or alcohol abuse
- Involvement in criminal offending behavior

Plus others. If you have any concerns you must speak to a member of the school's Safeguarding Group.

GROOMING PROCESS

TARGETING STAGE

Observing and identifying a vulnerable young person and befriending them and gaining their trust

FRIENDSHIP FORMING STAGE

Listening, remembering and understanding and making the young person feel special

Giving time, compliments, food or shelter, support or protection

Testing out physical contact

LOVING RELATIONSHIP STAGE

Establishing a sexual relationship; Boyfriend/Girlfriend

Lowering inhibitions; forbidden activities; pornography, night clubs, alcohol, drugs

Being inconsistent: Building up hope and then punishing

ABUSIVE RELATIONSHIP STAGE

Withdrawal of love: Becomes unloving sexual relationship

Isolation from family and friends

Manipulation and threatening behavior which may involve drugs and alcohol

Physical and sexual assaults

Coercion to have sex with other people followed by the nurturing of feelings of guilt, shame and fear

IF YOU THINK A CHILD IS AT RISK OF SEXUAL EXPLOITATION

Speak to a member of the school's safeguarding group. The school will then follow the pan-merseyside protocol and pathway available on the lscb website: <http://www.liverpoolscb.org/>

The school will make a referral on the m.a.r.f multi agency referral form) accompanied by the cse1 (assessment & referral tool). The school will use the lscb guidance cse2 to support the process.

WHAT TO DO DURING A DISCLOSURE

DURING A DISCLOSURE

- Stay calm
- Listen to the child without interrupting them
- Avoid becoming upset
- Give the child adequate physical space

THINGS TO SAY TO A CHILD DURING A DISCLOSURE

- "What's happened is not your fault"
- "I'm glad you told me"
- "I am sorry this happened to you"
- "I will support you"

THINGS TO NEVER DO DURING A DISCLOSURE

- Promise to keep a secret
- Express shock or embarrassment
- Question the truth of what is being said
- Ask leading or probing questions

- Take photographs of a mark or injury
- Ask the child to write a statement (however the child might ask to write something down if they are embarrassed)
- Ask a child to sign a statement you have written
- Express anger towards an abuser

FOLLOWING THE DISCLOSURE

- Leave the child with another adult whilst you report your concerns immediately to the Designated Safeguarding Lead
- Record your concerns on the school's Child Protection/Safeguarding Concern form
- Use the child's own language and exact words and write down what the child tells you e.g. 'The child told me
- Differentiate between fact, opinion, interpretation, observation and allegation
- Be accurate e.g. 'She showed me a burn mark on her right forearm. She told me her mother did this with a cigarette'
- State opinions clearly e.g. 'I thought this might be because.... In my opinion.....
- Note down any witnesses or anyone who might corroborate your record
- Record the date and time of the disclosure and add your signature to the record
- Place the child protection/child welfare form in the hand of the Designated Safeguarding Lead, Head Teacher or other senior member of staff
- Consider how best to manage your own feelings
- Following reporting your concerns remember that the disclosure cannot be discussed with other staff without the agreement of the Head Teacher or Designated Safeguarding Lead
- Follow the DfE guidance in Part 1 of Keeping Children Safe in Education and your school's child protection procedures

CHILD PROTECTION FLOW CHART

Concerns in response to a disclosure, physical signs or behavioural changes: Report immediately without investigating
 Designated safeguarding lead (or SLT): consider need to immediately protect the child by contacting the police and children's services or to ensuring emergency medical treatment
 Complete child protection/child welfare concern form
 Allegations or concerns about an adult working within the school should be shared with the head teacher and designated lead
 Concerns about the head teacher should be reported to the chair of governors or local authority designated officer 0151 233 3700
 Using the Liverpool Safeguarding Children's Board 'Responding to Need Guidance and Levels of Need Framework' the Designated Lead will consider an Early Help Assessment or referral to Careline
 School will complete Multi Agency Referral Form MARF if necessary.
 Designated Lead will agree with Careline how parents/carers will be informed

FEMALE GENITAL MUTILATION

WHAT IS FGM?

FGM is a form of child abuse and violence against women. The World Health Organisation (WHO) states that FGM: "Comprises of all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons" (WHO Fact sheet No. 241 (February 2014))

TYPES OF FGM

Type 1; Sonna: Cutting away the clitoral hood, with or without the removal of the clitoris
 Type 2; Excision; Removal of the clitoris with partial or total removal of the labia minora
 Type 3; Infibulation; Removal of the clitoris, labia minora and labia majora with stitching of the vaginal opening
 Type 4; Involves tribal cutting or burning of the vaginal orifice or the use of corrosives to narrow the vaginal passage. This may include pricking, piercing, incision and scraping

AT WHAT AGE IS FGM CARRIED OUT?

This varies. It can be carried out at any time shortly after birth up to adulthood. Girls between 4 and 14 years of age are most at risk.

WHO CARRIES OUT FGM?

FGM is usually carried out by an older woman in a practicing community. The procedure is normally carried out by several women. It can be a way of gaining prestige or a lucrative source of income for these women.

JUSTIFICATIONS

There are no social, moral or religious justifications for FGM. Those who support FGM may claim:

- It is part of being a woman
- It is a rite of passage
- Gives a girl social acceptance, especially for marriage
- Gives a girl and her family a sense of belonging to the community
- Fulfils a religious requirement mistakenly believed to exist
- Perpetuates a custom/tradition
- Helps girls and women to be clean and hygienic
- Is mistakenly believed to make childbirth safer for the infant

SIGNS OF A YOUNG PERSON AT RISK OF FGM

- Child's mother or relatives have undertaken FGM
- Knowledge that a sibling has undergone FGM

- Child belonging to high risk community
- Child being withdrawn from RSE lessons
- Child talking about a special ceremony or procedure
- Child talking about becoming a woman, getting ready for marriage or being cut
- Family arranging a long holiday abroad or for a relative to take a child out of the country for a prolonged period
- Child being anxious about forthcoming holiday or visit by a relative

SIGNS OF A YOUNG PERSON SUBJECTED TO FGM

- Prolonged absence from school
- Changes in behavior following a holiday
- Becoming more withdrawn or isolated
- Finding it difficult to sit still
- Complaining about pain in their groin
- Menstrual/urinary problems or infections
- Talking about having to keep a secret
- Avoiding physical activity

LEGISLATION

The Female Genital Mutilation Act 2003, as amended by section 74 of the Serious Crime Act 2015, introduces a legal duty for regulated health and social care professionals and teachers to make a report to the police if they are informed by a girl under the age of 18 that she has undergone an act of FGM or • they observe physical signs that an act of FGM may have been carried out on a girl under the age of 18. The duty applies from 31 October 2015 onwards.

WHAT SCHOOLS MUST DO

Listen to the child. If a child discloses they have had FGM under the Serious Crime Act (2015) the school must:

- Contact the Police immediately via the non-emergency number 101
- Contact Careline

If a child discloses they are at risk of FGM:

- Contact the Police immediately: 999
- Immediately refer to Careline

WHAT SCHOOLS MUST NEVER DO

- Delay sharing information
- Attempt to mediate with the family or community
- Inform the parents they have made a referral without the consent of Police or Children's Services

FORCED MARRIAGE (FM) AND HONOUR BASED VIOLENCE (HBV)

THE LAW

Forcing someone to marry against their will is a criminal offence: Maximum penalty: 7 years imprisonment

New powers allow UK law enforcement agencies to pursue perpetrators IN other countries

DEFINITIONS & USEFUL WORDS

An **ARRANGED MARRIAGE**: Whilst both the spouses' families take a lead role to arrange the marriage the choice to accept the arrangements remains with the individuals themselves

A **FORCED MARRIAGE**: Physical, financial, sexual or emotional duress is used to force someone into marriage against their wishes

HONOUR BASED VIOLENCE: is a crime committed to protect or defend the perceived honour of the family/community

IZZAT: Mainly used in South Asian families meaning Honour

NAMUS: Woman's virtue and sexual integrity

IRD: Code of honour for women

SHARAF: General honour code which includes responsibility for protecting IRD

SHARAM: Shame

DISS: Disrespect

PERCEIVED JUSTIFICATIONS FOR FM & HBV

- A response to a perceived 'dishonour'
- Controlling unwanted behavior and sexuality
- Preventing unsuitable relationships outside of ethnic, cultural, religious or caste groups
- Strengthen family links
- Ensuring land, property and wealth remain within the family
- Cultural/religious belief
- Issues related to immigration
- Peer and family pressure

NEVER

- Mediate with the family
- Fail to report
- Under estimate the risk
- Use a family member as an interpreter
- Send the child away

USEFUL CONTACTS

NATIONAL

- Forced Marriage Unit: 0207008015: fmu@fco.gov.uk
- CHILD Helpline: 0800 1111 www.childline.org.uk
- Karma Nirvana Helpline: 0800 5999 247
- NSPCC: 080 8800 5000
- Iranian/Kurdish Women's Rights Movement; 0207 9206460

LOCAL

- Merseyside Forced Marriage & HBV Protocol: www.liverpoolcb.org
- Liverpool Domestic Abuse Service: 0151 263 7474
- Women's Health Information & Support Centre: 0151 707 1826
- Irish Community Care: 0151 237 3987
- Liverpool Domestic Abuse Service: 0151 263 7474
- **South Liverpool Domestic Violence Service: 0151 494 2222**

ONE CHANCE RULE: BELIEVE: See the child immediately on their own in a secure and private place
ACT: Refer the child to Careline: Follow Liverpool Forced Marriage protocol & Contact Police immediately

PEER ON PEER ABUSE

WHAT IS PEER ON PEER ABUSE

Safeguarding issues can [present via peer-on-peer abuse](#), whereby a pupil is subject to significant harm by another pupil or pupils. Peer-on-peer abuse usually manifests as one, or a combination, of the following:

BULLYING: Bullying can take different forms: cyberbullying, racist, religious and homophobic. Some types of behaviour or communication may constitute a criminal offence. Treat as Child Protection Concern.

DOMESTIC VIOLENCE: Teenage relationship abuse involves controlling, coercive, threatening behaviour, violence or abuse between intimate partners or family members aged 16 or over. Treat as Child Protection Concern.

CHILD SEXUAL EXPLOITATION (CSE): defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity. Treat as Child Protection Concern.

HARMFUL SEXUAL BEHAVIOUR: involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence (see below). It also includes 'sexting', whereby a sexually explicit text, image or video is sent or received. Note: it is a criminal offence to possess or distribute sexual content of under-18s.

SEXUAL HARASSMENT: unwanted conduct of a sexual nature, which can include:

- Sexual comments
- Sexual "jokes" or taunting
- Physical behaviour
- Online sexual harassment

Which can normalise inappropriate behaviours and provide an environment that may lead to sexual violence

SEXUAL VIOLENCE: rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003. Note: the age of consent is 16, and a child under 13 can never consent to sexual activity.

SERIOUS YOUTH VIOLENCE: this form of abuse applies to victims aged 1-19 who are subject to offences such as violence, sexual offences, robbery, or gun or knife crime. This may occur within the context of gang activity

SIGNS OF A YOUNG PERSON AT RISK OF PEER ON PEER ABUSE

Peer-on-peer abuse is a complex issue and will have varied warning signs. However, you should be alert to

- Changes in behaviour or demeanour; for example, a child becoming withdrawn
- Signs of depression or anxiety
- Avoidance of particular individuals
- Unexplained injuries
- Unusually poor performance at school
- Sudden development of sexualised behaviour or language
- Exclusion or isolation from peers
- Acts of servitude

VULNERABLE CHILDREN

While peer-on-peer abuse can affect all children, research shows that some are particularly vulnerable

- Young people aged 10 or over
- Girls and young women, with boys and young men more likely to be identified as abusers
- Boys and young men in gang-affected neighbourhoods
- Those with a history of abuse within their families
- Young people in care
- Those who have experienced loss through bereavement
- Children with special educational needs and disabilities
- Black and ethnic minorities: Studies have found that black and ethnic minority children are often under-identified as victims and over-identified as perpetrators.

WHAT TO DO

- Speak to our designated safeguarding lead (DSL) Mrs Kelly, or any member of the Safeguarding Team: Mrs Walsh, Mrs Fearnough and Mrs Bostock, if you are concerned that a child is experiencing, or at risk of, peer-on-peer abuse. Your DSL should then co-ordinate a plan of action
- If you think a child is in **immediate danger** you should call 999 and/or make a referral to your [local authority children's social care team](#). Let your DSL know as soon as possible
- Seek guidance from your DSL about what support can be put in place for both victims and perpetrators. The latter may need help to understand the implications of their behaviour. You may also need to support arrangements to ensure that [perpetrators and victims are kept apart](#) and to protect anonymity where appropriate
- Work with your DSL to consider the wider context of both the victim and perpetrator to build a picture of why the abuse may be occurring
- Ensure pupils are taught about what constitutes acceptable behaviour, that they understand the consequences of peer-on-peer abuse, and that you address any developing culture of abuse of any kind

SAFEGUARDING TEAM

WHO IS IN THE SAFEGUARDING TEAM

Mrs Kelly: DSL 0.6, Mr. Bland DSL 0.4, Mr. Maher Deputy DSL, Mrs. Bostock Safeguarding Team, Mrs. Murray Safeguarding Team

WHEN DOES THE SAFEGUARDING TEAM MEET

The Safeguarding Team meets every Wednesday lunchtime.

WHAT DOES THE SAFEGUARDING TEAM DO

REVIEW Safeguarding legislation updates, E-Safety Curriculum, Equality Curriculum, Health & Safety across the school, Health & Safety legislation updates, OPEN Child Protection cases

UPDATE: School policies and systems to reflect best practice, Website; as appropriate, Signage around the school as appropriate

ORGANISE: Safeguarding training, First Aid Training, Trainers/speakers

COMPLETE: Safeguarding investigations, 175 Audits

RECEIVE: Safeguarding concerns

MAKE: Referrals to Social Care

OPEN: Children in Need cases, Child Protection cases

ESCALATE: Child in Need cases to Child Protection as appropriate

CLOSE: Child Protection Cases when appropriate

LIAISE: Police, Operation Encompass, Social Care as appropriate

SAFEGUARDING CONCERNS

Report directly to a member of the Safeguarding Team

Provide only **FACTS: Date, Time, What was seen, What was heard**

DO NOT: Discuss with others, Include statements or opinions such as: I think this was because....., Because of this....., As a result of this.....

POLICIES IN ALPHABETICAL ORDER

ANTI-BULLYING

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to or via the Internet). Bullying can be linked to race, gender or sexual orientation. This policy reflects the guidance in the DfE document Preventing Bullying (July 2017)

Our school is an inclusive school and in each class there are children with a range of additional learning needs and wider needs such as sexual orientation or gender assignment. Staff are aware of the potential for such children to become the target of bullying and the school has pro-active systems, with respect to the identification of and response to, these additional needs.

unacceptable. In this context we aim:

- To produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying
- To make all those connected with the school aware of our opposition to bullying, and aware of their responsibilities with regard to the eradication of bullying in our school

To produce a consistent school response to any bullying incidents that may occur

In order to achieve our aims our school implements the following strategies:

OUR CHILDREN ARE

- Encouraged to tell anybody they trust if they are being bullied
- Invited to tell us their views about a range of school issues, including bullying through the School Council, Circle Time and regular consultations
- Invited to determine our anti-bullying code through our School Council
- Supported to understand that children with additional needs are extraordinary children who succeed despite the extra challenges they face
- Supported, if they have an additional need, through a range of strategies, to ensure that their own behaviour is not threatening to others

THE GOVERNING BODY

- Does not condone any bullying at all in our school
- Supports the head teacher in all attempts to eliminate bullying from our school
- Requires the head teacher to keep accurate records of all incidents of bullying
- Monitors incidents of bullying that do occur through the head teacher's report to governors

THE HEAD TEACHER

- Sets the school climate of mutual support and praise for success, so making bullying less likely.
- Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school
- Ensures that all staff are aware of the school policy

- Ensures that all staff, including lunchtime staff, receive appropriate training to be equipped to identify and deal with all incidents of bullying
- Reports to governors about the effectiveness of the anti-bullying policy

TEACHERS AND SUPPORT STAFF

- Consider all forms of bullying unacceptable
- Seek to prevent it from taking place using a range of methods which help prevent bullying and establish a climate of trust and respect for all. These include:
 - drama, role-play, stories etc., within the formal curriculum
 - Circle time to praise, reward and celebrate the success of all children and create a positive atmosphere.

PARENTS ARE ENCOURAGED TO

- Actively promote the school's anti-bullying policy
- Immediately contact their child's class teacher or the head teacher if their child is being bullied or they suspect their child may be the perpetrator of bullying
- Support their child to develop positive anti-bullying skills

ANTI BULLYING PROCEDURE

- If a member of the Learning Support Staff is made aware of an act of bullying, they will refer it to the appropriate class teacher.
- If a class teacher is made aware of an act of bullying they will immediately investigate it themselves. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and encouraging them to change his/her behaviour in future. Teachers record the outcome.
- In some instances, teachers refer incidents onto the Deputy Head or the Head Teacher, who will follow the same procedure and record the incident and outcome.
- If a child is repeatedly involved in bullying other children, we invite the child's parents into the school to discuss the situation and the steps to be taken to address the issue.
- In more extreme cases, where these procedures have proven ineffective, the head teacher will consult with the Inclusion Co-ordinator and may contact external support agencies.

If parent/carers are not satisfied with the school's response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure.

ANTI-CYBER BULLYING

Cyber bullying is the use of electronic devices and the internet, including text messages, picture/video clips, mobile phone calls, emails, chat room bullying, instant messaging and websites to deliberately hurt, threaten, intimidate or harass etc. Cyber bullying is highly intrusive, can take place anywhere and can target both pupils and school personnel. The hurt cyber bullying causes can be very severe, but as it leaves no physical scars cyber bullying is often not easy to detect by a parent or a teacher.

Our school is an inclusive school and in each class there are children with a range of additional learning needs and wider needs such as sexual orientation or gender assignment. Staff are aware of the potential for such children to become the target of bullying and the school has pro-active systems, with respect to the identification of and response to, these additional needs.

Our school aims to ensure that:

Pupils, school personnel and parents understand what cyber bullying is and how it can be prevented

School procedures help prevent incidents of cyber bullying

Effective procedures are in place to deal with all reported incidents of cyber bullying

In order to achieve our aims our school ensures:

PUPILS, SCHOOL PERSONNEL AND PARENTS UNDERSTAND WHAT CYBER BULLYING IS AND HOW IT CAN BE PREVENTED

All members of our school community are aware of this policy through:

- The School Handbook/Prospectus, the School Website and the Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and other school events
- Communications with home such as weekly newsletters
- Reports such as the Governors Annual Report to parents and Headteacher's reports to the Governing Body
- Information displays and school signage

SCHOOL PROCEDURES HELP PREVENT INCIDENTS OF CYBER BULLYING

- The school has:
 - Clear policies with regards to ICT and E-Safety
 - Designated EYFS & KS1 and KS2 ICT Co-ordinators with responsibility for E-Safety, both of whom are supported by the school's ICT Technician
 - An Acceptable Internet Use Policy which is shared annually with, and signed by, parents and children
 - Clear expectations that all incidents of cyber bullying will be reported to a member of the Senior Leadership Team
- Follows the Safer Working Practice Guidance for Adults who work with children or young people in education settings ensuring that adults know not to:
 - Give their mobile phone numbers or email addresses to any pupil
 - Accept as a 'friend' any pupil on to their Face Book page
- Includes E-Safety as part of staff induction and continues to provide regular relevant training through staff meetings, INSET and off site provision
- Works with other agencies and professionals to keep children safe
- Ensures that no pupil has unsupervised access to the Internet
- Regularly remind pupils of the:
 - Safe use of all technology
 - Dangers of cyber bullying through class discussions, PSHE, collective worship, anti-bullying week activities etc
 - Need to report any incident of cyber bullying to a member of the school personnel
- Confiscates any mobile phone if brought to school by children in EYFS – Y5.
- Requires Y6 mobile phones to be left in the School Office at the start of the day and to be picked up at home time.
- Funds an E-Cadet Programme which supports a trained group of children to provide peer education initiatives around:
 - Safe internet use and Cyber Bullying
- Works with parents and encourages them to:
 - Discuss the safe use of technology with their children and report all incidents of cyber bullying involving their child to the school

EFFECTIVE PROCEDURES ARE IN PLACE TO DEAL WITH ALL REPORTED INCIDENTS OF CYBER BULLYING

- All reported incidents of cyber bullying are investigated and dealt with quickly and effectively.
- Parents are asked to forward evidence of the alleged cyber-bullying where this has occurred outside of school using personal devices.

- Records are kept of all incidents and their outcomes.
- Sanctions as outlined in the school's Behaviour policy are imposed on any pupil identified as being the bully
- Parents are informed of all events and the actions the school has taken
- Support is provided for those pupils and school personnel who may be victims of cyber bullying
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

ASTHMA

Our school recognises that asthma is a condition affecting many school children and this policy reflects advice from the Department for Education and Employment, Asthma UK, the local Education Authority and the school health service. Our aim is that children with asthma attend school regularly, manage their condition effectively and achieve to their full potential in all aspects of school life.

In order to achieve our aims our school:

- Has an **ASTHMA POLICY** which is monitored and reviewed annually
- Has a nominated staff member who maintains the school's **ASTHMA REGISTER** and checks the expiry dates of the spare reliever and emergency inhalers stored in the School Office
- Provides appropriate **INDUCTION AND TRAINING** which ensures staff:
 - Are aware of the school's Asthma Policy
 - Know the children on the Asthma Register in their class/care and know to inform parents if their child is using their reliever inhaler more than usual or is falling behind in class because of their asthma (**APPENDIX 1**)
 - Know to organise for pupils with asthma to have their medication with them on school trips and during activities outside of the classroom
 - In the event of any asthma attack staff follow the procedure which is clearly displayed in all classrooms. (**APPENDIX 5**)
- Supports pupils whose parents/carers and GP have agreed that they are mature enough to carry their own inhalers
- Stores the inhalers of younger children in the classroom in a designated storage area
- Stores spare labelled reliever inhalers in a secure place in the School Office and informs parents if these have been used and the reason why and requests the appropriate replacements.
- Encourages all children to take part in games, activities and sports which are an essential part of school life
- Ensures all teachers and outside suppliers of sports coaching and clubs are provided with information about pupils with asthma via the school's Asthma Register
- Ensures pupils whose asthma is triggered by exercise use their blue inhaler with a spacer before all P.E lessons
- Ensures pupil's labelled inhalers are accessible during physical and out of hours sports activities
- Has a **NO SMOKING POLICY**
- Does not keep furry or feathered animals
- As far as possible, does not use any chemicals or cleaners which are triggers for asthma

Requires **PARENTS** to:

- Inform the school if their child has asthma (**APPENDIX 2**) and to provide full information with regards to
 - The medication their child requires during school hours
 - The medication their child requires during school trips, team sports events and other out-of-school activities
- Provide the school with a copy of any medication plan provided by their GP
- Inform the school of any changes to their child's asthma and any relevant changes to their medication plan
- Provide the school with an in-date, clearly named reliever inhaler, and a large volume spacer or holding device if a child is taking medication via a metered dose inhaler, **PLUS A SPARE FOR THE SCHOOL OFFICE**
- Ensure that their child takes their home asthma medication as prescribed
- Ensure that their child catches up on any school work they have missed due to problems with asthma

Requires **PUPILS** to:

- Tell their teacher or parents/carers if they are feeling unwell
- Know how to take their asthma medication
- Know how to gain access to their medication in an emergency

EMERGENCY SALBUTAMOL INHALERS: FROM 1ST OCTOBER 2014 THE HUMAN MEDICINES (AMENDMENT NO 2) REGULATIONS ALLOWS SCHOOLS TO BUY SALBUTAMOL INHALERS WITHOUT A PRESCRIPTION FOR USE IN EMERGENCIES.

The Emergency Salbutamol inhaler can only be used by pupils Who have been diagnosed with asthma and prescribed a reliever inhaler OR who have been prescribed a reliever inhaler AND for whom written parental consent for use of the emergency inhaler has been given (APPENDIX 2) Our school will purchase from an approved pharmacist (APPENDIX 3) an emergency asthma inhaler kit which will be stored in the school office and which will contain: A salbutamol metered dose inhaler, Two single use plastic spacers compatible with the inhaler, Instructions on using the inhaler and spacer, Manufacturer's information, A checklist of inhalers, identified by their batch number and expiry date, with monthly checks recorded, A note of the arrangements for replacing the inhaler and spacers, A list of children permitted to use the emergency inhaler, A record of administration, Plastic inhaler housings will be cleaned and dried following use, Replacement inhalers will be obtained when expiry dates approach or when the number of doses falls below an appropriate number, Spent emergency inhalers will be returned to the pharmacist from which they were purchased, Replacement spacers will be obtained following use and used spacers will be given to the pupil after use

PARENTS MUST STILL ENSURE THAT THEIR CHILD HAS BOTH THEIR INHALER AND THAT THE OFFICE HAS A SPARE INHALER

RECORD KEEPING

- It is the parent's responsibility to come into the school within the first two weeks of each term to check their child's spare inhaler is in date and to sign that they have done so (**APPENDIX 4**) If medication changes in between times parents are asked to provide the school with a spare new inhaler.

ATTENDANCE AND PUNCTUALITY

Our school recognises that attending school regularly has a positive impact and maximises opportunities for pupils to realise their full potential and our policy reflects current Department for Education guidance. Our aim is to ensure that excellent pupil attendance and punctuality contribute to our children:

- Feeling safe and secure
- Becoming part of secure friendship groups
- Accessing all of the experiences and opportunities our school offers which in turn will help them to be able to think for themselves and act for others
- Making good or better progress

In order to achieve our aims our school:

MONITORING ABSENCES IS A KEY PART OF THE SCHOOL'S SAFEGUARDING PROCESSES.

THE SCHOOL

- Maintains at least 2 contacts for every child

- Contacts parents if there is no explanation by 9.15 on the first day of absence
- Records all unsuccessful contact attempts and informs the Safeguarding Lead. At this point a decision will be made regarding next steps. This will result in a member of SLT visiting the home address and/or a phone call to the police and/or Careline.
- Records the absence as unauthorised if there is no response
- Only authorises absences if parents/carers provide a valid explanation for the absence. Doctor/dentist appointments are not absences unless the child misses the whole session. A child who has a medical/dental appointment may be credited for the whole session provided s/he attends school at the first opportunity. The situation is the same for a child who leaves after registration for a valid reason such as illness, visits to secondary school etc. The special circumstances code will be considered for issues such as death in the family, moving house etc.
- Informs parents in writing if the absence is not authorised
- Reports absences and punctuality termly.
- Makes direct contact with the parents/carers of children whose attendance or punctuality falls outside of the Local Authority requirements.

FAMILY HOLIDAYS DURING TERM TIME

- Ensures parents are aware that they do not have the right to take their children out of school during term time for a family holiday

REPORTING

- Reports absences and lateness in End of Year Reports

MONITORING EVALUATION REVIEW

- Registers are monitored every term to pick up patterns, causes and percentages of authorised and unauthorised absence and lateness
- Parents are informed by letter at the end of each term with regards to any concerns with regards to lateness and absence.
- Where there is persistent non-attendance without reasonable explanation, parents/carers will be invited into school to discuss the school's concerns
- Where there is persistent absence that is authorised through sickness and that absence is affecting the child's progress, the school will invite the parents/carers to school to discuss what support can be offered.

The school will investigate the pupil's circumstances within school to identify any school based issues

BEHAVIOUR and DISCIPLINE

Our Behaviour Policy is a means of promoting the good behaviour and relationships which enable every member of our school community to work and learn together in an effective and considerate way.

The aims of our school are that:

- All of our children live and learn in a safe and secure environment
- Every member of our school community behaves in a considerate way towards others
- All of our children are treated fairly and this policy is applied in a fair and consistent manner

Consistently excellent behaviour contributes to good and better progress and high levels of attainment for all

In order to achieve our aims in our school:

THE HEADTEACHER

- Implements the Governors' behaviour policy consistently throughout the school
- Reports to governors, termly on the effectiveness of the policy
- Supports staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy
- Keeps records of all reported serious incidents of misbehaviour
- Gives fixed-term suspensions, including permanent exclusions, to individual children for serious acts of misbehaviour or anti-social behaviour

CLASS TEACHERS

- Use the whole school Good To Be Green system to ensure:
 - Consistently excellent behaviour in classrooms and all other areas of the school
 - Incidents of both excellent and unacceptable behaviour are recorded
 - Detentions are identified
 - Parents are contacted if a child receives a Red Card

PARENTS

- Support the school in tackling issues of unacceptable behaviour
- Ensure that they give their children a consistent message about how to behave in school
- Support the whole school Good to be Green Behaviour scheme
- Support the school when it applies the reasonable sanctions outlined in the Good To Be Green scheme

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher

WE USE REWARDS TO

Recognise, reward and celebrate good behaviour through our whole school:

- Good To Be Green system and Privilege Cards
- House Points system
- Adult praise
- Stickers, including Headteacher Stickers
- Weekly Award Assemblies

WE USE WHOLE SCHOOL SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

Sanctions are employed appropriately to individual situations to ensure a safe and positive learning environment:

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils* and these are reflected in the school's Control and Restraint Policy. Staff in our school do not hit, push or slap children and only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

GOOD TO BE GREEN LEVELLED RESPONSE

STAGE 1: First Incident: Verbal warning and name written on board.

STAGE 2: YELLOW CARD

Second incident: Pupil kept back in class for 5 minutes with Class Teacher.

Parents will be informed verbally. A record will be kept by class teacher of total number of incidents. This will be shared at parents evening. The class teacher informs the headteacher if a child is persistently receiving yellow cards.

STAGE 3: RED CARD

Third / Repeated Incident: Red Letter will be sent home with a request for a discussion with parents.

Class teacher will record in diary and inform SLT via email. Pupil attends lunchtime detention.

VIOLENT / SERIOUS INCIDENT OR SECOND RED CARD

A meeting will be arranged with:

- Head Teacher and member of SLT
- Class teacher
- Parent
- Child

Child will be put onto HT Report card for 1 week.

- Any further incidents are referred directly to head teacher.
- Other agencies will be contacted for advice/support as appropriate.
- If during a school activity a child's behaviour endangers the safety of others, the activity is stopped immediately and the child cannot take part for the rest of that session. Children may subsequently be banned from the same activity if staff are not confident that this behaviour will not re-occur.

FIXED TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

The relevant Internet address is: www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

- Only the headteacher (or the acting headteacher) has the power to exclude a child from school.
- The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.
- In extreme and exceptional circumstances, the headteacher may exclude a child permanently.
- It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion.
- At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

CONTROL AND RESTRAINT

Physical Restraint is the positive application of force in order to protect/prevent a child from causing injury to her/himself or others or seriously damaging property. Injury means 'significant injury'; this would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning

Our school aims to develop consistent and safe practices in the use of physical restraint in order to safeguard the well-being of pupils and staff when an incident occurs which requires the use of physical intervention

In order to achieve our aims our school:

USES CONTROL AND RESTRAINT

Only in emergencies where such action would be considered justifiable and reasonable to prevent the types of injury identified in the introduction to this policy.

Such emergencies may include a pupil:

- Attacking another pupil or a member of staff
- Engaging in, or on the verge of committing, serious deliberate damage or vandalism
- Causing, or at risk of causing, injury or damage by accident, by rough play, by misuse of dangerous materials or objects (for example on the sports field), or by refusing to obey an order.
- At risk of trying to leave the school

ENSURES THAT WHATEVER FORM RESTRAINT TAKES:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding (but never around the neck)
- Pushing or pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back; or (in extreme circumstances) using more restrictive holds

the minimum use of restraint is used for the minimum amount of time

LIAISES WITH PARENTS AND OUTSIDE AGENCIES

- To identify and develop appropriate personalised Control and Restraint programmes

REPORTS AND RECORDS INCIDENTS

- Immediate verbal report to the headteacher or one of the Assistant Headteachers
- Full written report (see Control and Restraint Log)

ENSURES THAT ALL PARENTS/CARERS ARE INFORMED IMMEDIATELY

- Orally or in writing and invites them in to discuss the incident

SUPPORTS RELEVANT STAFF MEMBERS

- To review the incident in a reflective manner

DISCLOSURE AND BARRING SERVICE CHECK (DBS) FOR NEW STAFF

A key responsibility of the school is to follow guidance set out in part 3 of "Keeping Children Safe in Education," ensuring that it adheres to "Safer Recruitment Procedures", encompassing recruitment, selection and pre-employment vetting. It is the school's responsibility to check specific documents which will be used to (where appropriate); obtain an Enhanced DBS; perform a Children's Barred List Check; check for any Prohibition Orders; check identity and confirm eligibility to work in UK. A key responsibility for schools is the checking of specific documents for statutory Disclosure and Barring Checks. This checking is necessary to prove a candidate's identity in order to establish if any records exist indicating the applicant's unsuitability for employment in the school.

To deter, reject and identify any individuals who are unsuitable for employment in schools. To ensure that all school staff have been subject to a Disclosure and Barring Service check, which includes a Prohibition Order Check, and have been confirmed as suitable for employment in schools

In order to achieve our aim our school:

EXISTING EMPLOYEES

- Ensures that all existing employees are DBS checked every 3 years

NEW STAFF

- Makes its own application for a DBS Check for all newly appointed staff: Liverpool Compact
- Provisionally (makes a conditional offer of employment to the successful candidates.) appoints successful candidates with a current DBS Check and a break of no more than three months in employment, subject to the outcome of the school's own application. Depending upon the contents of the completed check their position will either be confirmed or terminated.
- Obtain a separate barred list check if an individual is to start work in regulated activity before the DBS certificate is available
- Does not appoint successful candidates without a current DBS Check Disclosure. Such candidates will not take up post until the school has received a completed DBS Check

PARENT HELPERS: NON-REGULATED ACTIVITIES

- Ensures that parents wishing to help in non-regulated activities within the school complete an in-house registration form.

PARENT HELPERS: REGULATED ACTIVITIES

- Implements a rolling programme of Enhanced DBS checks for parent helpers engaging in regulated activities within the school.

The definition for regulated activity for children comprises only:

- *unsupervised activities: teach, train, instruct, care for or supervise children, or provide advice/ guidance on wellbeing or drive a vehicle only for children.*
- *work for a limited range of establishments ('specified places'), with opportunity for contact: for example schools, children's homes, child care premises. Not work by supervised volunteers.*
- *relevant personal care, for example washing or dressing or health care by or supervised by a professional.*
- *registered child minding and foster carers.*

DIGITAL IMAGES

Digital images are a source of pleasure and pride for children and their families. Whilst parents and carers are not required to comply with the Data Protection Act 1998 when taking photographs of their children at an organised event, our school has a responsibility to safeguard our children and this includes their images in all forms of publications, print, film, video, DVD; on websites and in the professional media.

Our school aims to ensure that we safeguard our children, including their digital images. In order to achieve our aim our school:

WRITTEN CONSENT

Asks all parents/legal guardians for their written permission for:

- Their child to be photographed during school activities.
- Such images to be displayed in publications or in a public place, where visitors to the school may have access.
- Such images to be retained for future use e.g as part of a portfolio of work, as evidence of attainment or as part of a child's record of achievement.

Parents retain the right to withdraw their permission at any time. This must be done in writing.

USE OF IMAGES

- Will decide if the event is one at which photography and videoing will be permitted and inform parents of this
- Will inform visitors if general shots are to be taken at events such as School Fayres etc so that general consent is implied by attendance
- Will store securely digital images likely to be used again
- Will not use images older than one year in any new publications
- Will not store images used for publicity or promotional purposes for longer than two years
- Will retain photographs which contribute to the history of the school, its pupils, activities or the communities indefinitely

CHILDREN WHO SHOULD NOT BE IDENTIFIED

- Will make every effort to prevent capturing the digital image of any child who should not be identified
- Will check consent for Looked After Children (LAC) with the relevant social worker
- Will take extra care where a child's security is known to be vulnerable e.g. adoption placements, resettlement from domestic violence

MOBILE PHONES AND OTHER PERSONAL TECHNOLOGY

- Applies the same rules to personal phones which can take and transmit images
- Ensures that staff are not permitted to use their personal mobile phones, or any other forms of personal technology, to take images of children

PARENTS

- Informs parents/carers at the beginning of an event that, due to some parents not having agreed to digital images being taken of their child/ren, all digital images will be taken by the school
- Offers parents, where possible, free copies of appropriately digitally adjusted images which ensure that these children cannot be identified.
- Offers parents the opportunity to purchase a school video recording or copies of school photographs of the event
- Reminds parents that such images must not be put on the web/internet as this may contravene Data Protection legislation

MONITORING AND STORAGE

- Ensures that images taken by the school are securely stored by the appropriate individual staff and used only by those authorised to do so.

DISPLAY

- Ensures that when photographs are displayed in public areas of the school, or on the website, the labelling of such photographs will ensure that individual children are not identified.

MEDIA PHOTOGRAPHING AND FILMING

- The media operate under their own Code of Practice. Photographs taken by the media are usually exempt from the Data Protection Act. If the media are invited into school for publicity purposes the parents/carers of those children likely to appear will be informed.

DRUGS EDUCATION AND MANAGEMENT

MANAGEMENT OF DRUG RELATED ISSUES

THE HEAD TEACHER IS THE DESIGNATED PERSON TO DEAL WITH DRUGS RELATED ISSUES WITHIN THE SCHOOL.

SUSPICION/HEARSAY

Any hearsay/rumour about pupil drug use will be carefully evaluated in the light of the school's own knowledge about the pupil and sensitively investigated before any action is taken.

If staff believe the rumour is unfounded steps will be taken to challenge the rumour and its effects, e.g.:

- challenging the behaviour that might of led to the rumour
- challenging the source of the rumour

If the rumour is found to be true the Head Teacher will follow steps 3 and 4 outlined below.

POSSESSION

If a child is found with or suspected of possessing a harmful substance it will be removed by the member of staff who discovered it. Ideally, another adult

should witness this transfer. This is to ensure that there is no accusation of a member of staff being in possession of the substance rather than the child. The situation will be investigated promptly and thoroughly and a written record made.

CONSULTATION

The Head Teacher will be informed immediately and the child will be taken to the Head's office. The Head will then explain the seriousness of the incident to the child before informing the parents, who will be asked to come to the school. The Police will be called if the substance is believed to be an illegal one.

CONTACTING PARENTS

Parents will always be informed when a case of substance misuse has been positively identified. A three-way discussion will occur between all parties to ascertain the best way forward. This may include the involvement of outside agencies and the Police, especially in the case of drugs and solvents.

SEARCHES

Every effort will be made to persuade a pupil to hand over voluntarily any suspected substance, in the presence of a witness. Searches of property will not be undertaken without advice from the LA Drugs Support Advisor and will be made in the presence of 3 witnesses. Parents will be contacted before a search of pupils or their belongings is carried out.

FIRST AID

Pupils deemed to need first aid at the time of the incident will be assessed by a qualified member of the office staff, who will decide if any further assistance is required.

RECORDING INCIDENTS

All drug related incidents will be recorded and kept in the confidential filing system.

DISCIPLINARY PROCEDURES

The school responds to drug related incidents on an individual basis using a progressive response as outlined in the LEA's hierarchy of disciplinary procedures. (See below). All incidents are recorded using the LEA drug incidents forms and a copy sent to the LEA. Such incidents are also recorded in the drug incident book retained by the head teacher.

Substance / Offence	Response
Tobacco – possession / consumption	Confiscation of the substance. Talk to pupil and inform parent
Alcohol – possession	Confiscation of the substance, talk to pupil and inform parents
Alcohol – intoxication	Attend to pupil, administer first aid if necessary. Talk to pupil, inform parents and arrange support through the LEA School Drug Support Advisers
Solvents – possession	Confiscation of the substance, talk to pupil and inform parents
Solvents – consumption	Attend to pupil, administer first aid if necessary. Talk to pupil, inform parent and arrange support through the LEA School Drug Support Advisers
Class C drugs e.g. cannabis – possession/consumption	Confiscation of the substance, inform LEA School Drug Support Adviser. Talk to pupil and inform parents. Long exclusion 10 days/permanent exclusion.
Class C drugs e.g. cannabis – dealing	Confiscation of the substance, inform the LEA School Drug Support Adviser. Talk to pupil and inform parents. Long exclusion. 10 days / permanent exclusion.
Class B drugs e.g. amphetamine – possession / consumption – first offence	Confiscation of the substance, inform LEA School Drug Support Advisers. Talk to pupil and inform parents. 3 day exclusion and agreed school contract.
Class B drugs e.g. amphetamine – dealing	Confiscation of the substance, inform LEA School Drug Support Advisers. Talk to pupil and inform parents. Long exclusion, 10 days / permanent exclusion
Class A drugs e.g. heroin – possession / consumption / dealing	Confiscation of the substance, inform LEA School Drug Support Advisers. Talk to pupil and inform parents. Permanent exclusion.

Following court proceedings the school would consider re-instating the pupil subject to consideration of the following: the court decision and recommendations/parental attitude/pupil attitude/other pupils' / parents' attitudes.

If it is deemed inappropriate to re-instate the pupil the school will assist in finding an alternative school placement.

DISPOSAL OF SUBSTANCES

Un-prescribed drugs and solvents will be disposed of in the manner advised by the Police.

DISCLOSURE ABOUT SUBSTANCE ABUSE

The Head will follow up and deal with any information about substance abuse that is disclosed by a pupil.

DRUG/SUBSTANCE ABUSING PARENTS

The school recognises that some of its pupils may have a parent whose drug use (legal or illegal) may be problematic. The pupil's welfare in this case is paramount and any information disclosed about substance abuse, within a pupil's home environment or local area, would be followed up by the Head Teacher. It may be deemed necessary to inform Social Services and/or the Police. The school will act within the legal limits that it can, to support the pupil in a variety of ways, practically and emotionally.

MANAGING PARENTS/CARERS UNDER THE INFLUENCE OF DRUGS ON SCHOOL PREMISES

Staff will attempt to maintain a calm atmosphere, when dealing with parents/carers under the influence of drugs on school premises. The child's welfare will be the school's focus.

CONFIDENTIALITY

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain action will ensue.

HEALTH AND SAFETY

The public can gain access to the site, so it is feasible that evidence of drugs misuse may be found on site. The Caretaker and /or staff supervising playtimes check the playground and grassy area to ensure they are safe for the children. When handling any substances that are believed to be harmful or drugs related, no direct contact should be made. Syringes should be placed in a heavy plastic container until advice can be sought about their safe disposal. Drugs and Alcohol in School

USE OF ALCOHOL IN SCHOOL

There may be occasions when the school may consider it appropriate to sanction the use of alcohol on the premises, i.e. an adult social function. such occasions will be approved by the Governing Body and the alcohol is stored in a safe and secure location

Staff members do not take alcohol on site during the school's opening times or when they are off site leading Field Trips.

TOBACCO

The school is a designated non-smoking area.

MEDICATION IN SCHOOL

Prescribed drugs will only be administered for the benefit of a child's long-term health, i.e. asthma sufferers will be supervised in the taking of their daily inhaler. Emergency inhalers will be kept in school and taken into the Hall or on to the yard for P.E., as well as to the swimming pool and on school trips. These and other medication are kept in a sealed, named box with a photograph of the child and a medical plan drawn up with the school, parents and School Nurse. Parents are required to administer any antibiotic or paracetamol syrups themselves if they are required to be taken during school hours

COMPLAINT'S PROCEDURES

Any complaints about the drugs education curriculum should be made to the Headteacher or Chair of Governors.

SUSPECTED OVERDOSES

The school will ring 999 immediately.

Following any emergency treatment and a pupil's phased return to school the school will as appropriate:

- Make a CAMH referral
- Complete an assessment drawing upon the LSCB Thresholds Guidance
- Inform appropriate staff on a needs to know basis
- Call a 'team around the school/child' meeting involving key professionals including the school nurse. This may well lead to further assessment in terms of a CAF or Child In Need Referral to Careline. Any holistic assessment will consider not only what factors are impacting on the child currently but also any historical events including abuse or neglect
- Support parents in accessing advice to keep the child safe at home e.g. medicines locked away, no access to sharps and effective supervision. Schools and other agencies will need to physically check what arrangements a parent has made to keep the child safe at home where there is concern about the parents own capacity to do so.
- Identify a key worker within school to provide timetabled and drop in support for the child
- Signpost and procure the engagement of other agencies that might provide the child with support for example: bullying, relationships or bereavement
- Complete a written risk assessment and plan setting out key support and monitoring strategies
- Share information with other agencies e.g. GP

EDUCATIONAL AND RESIDENTIAL VISITS POLICY

Educational visits are an essential element of good primary practice and, with rigorous planning, organisation and controls, a visit provides a rich "real life" learning experience for the pupils which enhances learning in school and enables children to achieve a fuller understanding of the world around them through direct experience. We aim to ensure that educational visits provide stimulus and support to work being covered as part of the school curriculum and that all of our children enjoy them safely. In order to achieve our aim:

THE GOVERNING BODY REVIEWS

- The aim, curriculum value and suitability of visits
- The planning, staffing and risk assessment of visits
- Relevant post visit reports
- Concerns of parents and staff

THE HEAD TEACHER:

Agrees and categorizes the visit

Agrees a visit leader and deputy who has experience in supervising the relevant age group and ensures that the visit leader, if acting as an instructor, has the relevant skills, qualifications and experience.

Agrees with the visit leader:

- Visits aims, objectives and value
- Risk Assessments
- General visit arrangements
- Additional Insurance cover
- Exploratory visit
- Emergency Plans

Ensures sufficient resources and time for planning and preparation and that all necessary actions, including training, EVOLVE, and risk assessments, have been completed before the visit begins and that, where appropriate Categories 2, 3 and 4, a Form 1 has been completed and forwarded to the LEA at least 28 days in advance of a planned residential.

Ensures that all parents have signed consent forms

Ensures that arrangements have been made for the medical and special educational needs of all of the children.

Ensures that the mode of travel is appropriate and travel times out and back are recorded.

Ensures that there is adequate and relevant insurance cover.

Ensures that the full contact details of all pupils, staff and volunteers are collated and available

Ensures that all parents supervising on the visit are on the schools register of parent helpers and have received a copy of the Keeping Children Safe in Education Part 1

Evaluates post visit reports from staff, children and parents

THE VISIT LEADER COMPLETES

The planning and preparation of the visit including:

An EVOLVE which includes an Attendance Register

A Risk Assessment which has regard to the health and safety, behavior and medical needs of the group and identify any risks arising from, and any groups affected by:

- The location
- The type of activity and the level at which it is being undertaken
- The competence, experience and qualifications of supervisory staff
- The group members' age, competence, fitness and temperament
- Pupils with special educational or medical needs
- The quality and suitability of available equipment
- Seasonal conditions, weather and timing
- The safety measures to be put in place to reduce identified risks to an acceptable level
- The optimum ratio of adults to children for this visit
- The steps to be taken in an emergency

An Exploratory visit: Wherever possible the Visit Leader will undertake an exploratory visit to ensure that the venue is suitable to meet the aims, objectives and values of the school visit; the Visit Leader is familiar with the venue, potential areas and levels of risk and the venue can cater for the needs of the staff and pupils in the group. Where an exploratory visit is not feasible the Visit Leader will obtain specific information in writing from the proposed venue, and seek views from other schools who have used the venue, local organizations or Tourist Boards, so that a suitable assessment of risk can be undertaken.

Briefings for both children and parent helpers

SUPERVISION for trips will meet the LA with respect to supervision ratios:

Local visits/Day visits: Reception: = or better than 1:6

- Years 1 - 3 = ratio 1:6
- Years 4 – 6 = ratio 1:10 - 15

These ratios do not include residential visits; advice will be sought as appropriate for these.

Whatever the length and nature of the visit, regular head counting of pupils will take place. The group leader will establish rendezvous points and tell pupils what to do if they become separated from the party. **Continually reassess the risks** throughout the visit and take appropriate action if pupils are in danger.

TEACHERS ON SCHOOL-LED VISITS

Act as employees of the LEA or of the Governing Body during the course of their normal employment hours and act under an agreement with their Head Teacher and Governors during the time that the visit falls outside normal hours. Teachers:

- Follow the instructions of the Visit Leader
- Retain responsibility for the group at all times.
- Ensure the health and safety of everyone in the group
- Ensure control and discipline
- Care for each individual pupil as any reasonable parent would
- Consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable

OTHER ADULTS INVOLVED IN A VISIT

Where a high adult/pupil ratio is required and it is not always feasible to use school staff alone; parents with appropriate clearance may be used to supplement the supervision ratio. Such parents will be:

- Carefully selected by the school.
- Organised to look after a group which does not include their own child/children and instructed not to provide their child/children with additional support/treats etc.
- Only given sole charge of pupils where risks to health and safety are minimal
- Briefed with respect to:
 - Their roles and responsibilities
 - Following the instructions of the Visit Leader
 - Ensuring Health and Safety, including stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable
 - Supporting control and discipline
 - Those children, with special needs or behavioural difficulties, who may require closer supervision.
 - Caring for each individual pupil as any reasonable parent would
 - The need to ensure that they are not alone in a one to one situation with a pupil.

PREPARING PUPILS

Providing information and guidance to pupils is an important part of preparing for a school visit. The school will provide information to ensure that pupils will have a clear understanding about:

- The aims and objectives and value of the visit/activity and background information about the place to be visited
- Who is responsible for the group
- What the visit will entail
- What is expected of them
- What standard of behaviour is expected from pupils and why rules must be followed
- Why safety precautions are in place/in place for anyone with disabilities
- Any potential dangers and how they should act to ensure their own and other's safety
- What to do if approached by a stranger
- What to do if separated from the group
- Emergency procedures
- Rendezvous procedures
- How pupils who do not behave to the standard expected will be returned to school

The group leader will make it clear to pupils that they must:

- Not take unnecessary risks
- Follow the instructions of the leader and other adults
- Dress and behave sensibly and responsibly
- Look out for anything that might hurt or threaten anyone in the group and tell the group leader about it
- Not undertake any task that they fear or that they think will be dangerous

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit or sent home during the visit. The curricular aims of the visit for these pupils will be fulfilled in other ways.

TRANSPORT AND PUPIL

Pupils using transport on a visit are made aware of basic safety rules including:

- If crossing roads to get to the transport always use the Green Cross Code
- Arrive on time and wait for the transport away from the road, track, etc
- Do not rush towards the transport when it arrives; never attempt to get on or off the moving transport
- Stay clear of automatic doors / manual doors after boarding or leaving the transport
- Stay seated and wear seatbelts while travelling on transport
- Make sure bags do not block aisles on the transport
- Never throw things out of the transport vehicle's windows
- Never distract or disturb the driver
- After leaving the vehicle, always wait for it to move off before crossing the road
- If unwell while travelling, tell a teacher or the person who is otherwise responsible for the group

PARTICIPATION

Activities will be risk assessed to ensure that all pupils are capable of undertaking them. During the visit pupils will not be coerced into activities they fear. Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, will be withdrawn from the activity. On residential visits the group leader will consider whether such pupils will return home early.

PUPILS WITH SPECIAL EDUCATIONAL AND MEDICAL NEEDS

Will not be excluded from school visits. Every effort will be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention

will be given to appropriate supervision ratios and additional safety measures will be addressed at the planning stage.

PARENTAL CONSENT

Parents complete a Blanket Consent Form when their child starts school. If parents withhold consent absolutely or give only a conditional consent the pupil will not be taken on the visit, but the curricular aims of the visit will be delivered to the pupil in some other way, wherever possible. If the Blanket Consent Form has not been signed and a consent form has not been received teachers send second letter home. If consent has still not been received 1 telephone reminder will be made. In line with Local Authority guidance the school cannot accept consent over the telephone or via an e-mail.

COMMUNICATION BETWEEN THE SCHOOL AND PARENTS

Parents will be made aware of:

- Names of Visit Leader, other staff and other accompanying adults
- The trip's aims, objectives and values
- Date(s) of the visit, times of departure and return
- Mode(s) of travel including the name of any travel company
- Details of accommodation with security and supervisory arrangements on site if appropriate
- Clothing, equipment and money to be taken
- Details of the activities planned and of how the assessed risks will be managed
- How they can help prepare their child for the visit by reinforcing the visit's Code of Conduct
- Insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested
- The information to be given by parents and what they will be asked to consent to
- For longer visits/residentials parents will be invited to briefing sessions.

HOSTELS AND HOTELS:

The Visit Leader will ensure:

- Adjoining rooms with staff quarters next to the young people's and will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance
- The immediate accommodation area will be exclusively for the use of the group
- Access by staff to student rooms is available at all times
- Separate male and female sleeping areas for both pupils and adults
- The whole party are aware of the lay-out of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel
- Security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors and Locks / shutters etc. work on all the rooms used by the group
- Adequate storage of clothes, luggage, equipment etc
- Adequate lighting – a torch as appropriate
- Provision for sick, disabled pupils or those with special needs
- Safety in rooms (electrical connections, secure balconies)

COASTAL VISITS

The Visit Leader will bear the following points in mind in the risk assessment of a coastal activity:

- Swimming and paddling in the sea or other natural waters, other than rock pools, are potentially dangerous activities for a school group and are not allowed. Tides and sandbanks are also potential hazards so timings and exit routes should be checked. Group members must be aware of warning signs and flags
- A base must be established on the beach to which members of the group may return if separated
- A look out must be kept for hazards such as glass, barbed wire and sewage outflows
- Some of a group's time on a beach may be recreational and areas of the terrain and sea will be out of bound
- Cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times.

SWIMMING

Organised swimming activities will be supervised as per LA guidelines and copies of the Risk Assessments for swimming activities will be planned in partnership with the LA.

FARM VISITS

A Risk Assessment will be completed. The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit will be carried out. Children will not be allowed to:

- Place their faces against the animals or their hands in their mouths after feeding them
- Eat until they have washed their hands
- Sample any animal foodstuffs
- Drink from farm taps (other than in designated public facilities)
- Ride on tractors or other machines or play in the farm area

FIRST AID

The required level of First Aid provision will be considered when assessing the risks of any visit. First-aid will be available and accessible at all times and the following First-Aid provision will be implemented:

- Suitably stocked First-Aid box;
- A person appointed to be in charge of First-Aid arrangements

All adults in the group will know how to contact emergency services.

If the appointed First-Aider is attending to one member of the group, there will be adequate First-Aid cover for the other pupils.

EQUAL OPPORTUNITIES & ACCESSIBILITY

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Create an environment in which all staff and pupils, whatever their sexual orientation or gender assignment, feel equally welcome and valued.
- Foster fairness and justice for all and challenge personal prejudice and stereotypical views through the education we provide in our school
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Ensure equality of opportunity for all pupils across the full range of educational opportunities provided by the school
- Ensure all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone

HOW WE HAVE DUE REGARD FOR EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels
- We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors
- We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis
- The Leadership Team of the school is concerned with closing gaps for all children and this is reflected in the school's values.
- We give due regard for equality issues in decisions and changes we make.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

HOW WE ADVANCE EQUALITY OF OPPORTUNITY AND FOSTER GOOD RELATIONS

- We try to ensure that everyone is treated fairly and with respect and that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We promote cultural understanding and awareness of different religions.
- We ensure that there are sufficient opportunities within the school's curriculum to address equalities issues
- We ensure that displays are reflective of the wider community.
- We monitor bullying and harassment of pupils and staff by race, disability and gender and uses this information to make a difference to the experience of other pupils
- We monitor and promote the involvement of all groups of children in the extra-curricular life of the school, including leadership opportunities, especially children with special educational needs and disabilities.
- We actively close gaps in attainment and achievement between children and all groups of children; especially children eligible for free-school meals, children with special educational needs and disabilities, looked after children and children from minority ethnic groups.
- We are committed to the elimination of the use of homophobic, sexist and racist language by children in the school.
- We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are:
 - Annual Questionnaire - pupils, parents, Staff
 - Focus specific questionnaires
 - Parents' Evenings
 - Informal morning/end of day chats
 - Electronic comments received - e mail
 - School Council
 - Pupil surveys and consultations

GENDER EQUALITY: We are committed to ensuring that all individuals and groups of pupils make the best possible progress in our school. Strategies to ensure this include:

- Ensuring that literacy skills are promoted in all activities in the Early Year's Foundation Stage
- Ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike
- Removing gender bias from our resources
- Promoting positive male and female role models and minimising male and female stereotyping
- Employing a variety of learning styles, including kinaesthetic learning

RACIAL EQUALITY In our school we will strive to promote equality of opportunity, attainment and wellbeing and eliminate all forms of racism and racial discrimination. In order to achieve our aim our school ensure

CURRICULUM

- Equality of opportunity and access to the curriculum.
- Opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity.
- Planning, resources educational visits, visitors and extra-curricular provision reflect a range of cultural backgrounds, learning styles and linguistic needs and challenge racial discrimination, stereotyping and bias.

TEACHING AND LEARNING

- That the progress and attainment of all ethnic groups are tracked and evaluated against local and national data.
- Appropriately challenging targets are set for all of our children.

- A range of styles are employed, including collaborative learning, so that pupils can learn to value working together.

EMOTIONAL WELL BEING

- That every child is supported to develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities.
- That every child develops the knowledge, understanding and skills they need in order to participate in Britain's multi-ethnic society and an interdependent world.

BEHAVIOUR

- Procedures for managing behaviour and disciplining pupils and applied consistently to all ethnic groups.

PARTNERSHIP

- All pupils, staff and parents are aware of our policy and our procedures for dealing with racist incidents.
- All members of our school community contribute to our culture of positive attitudes towards diversity.
- Visitors and contractors comply with the school's race equality policy.

STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

- That the principles and practices of racial equality are adhered to in all recruitment and selection processes.
- Induction of new staff includes the area of racial equality.
- The school procedure for dealing with racist incidents is understood by staff.

REPORTING AND RECORDING

- Complies with race relations legislation.
- All racist incidents are recorded in the incident book.
- Attendance, admissions, exclusions, racist incidents, SEN and behaviour records are monitored or signs of discrimination
- Reports are presented to the governing body and the LEA on the number of incidents and how the issues have been dealt with.
- Victims of racism and racial harassment are supported.
- Staff who discriminate racially are subject to disciplinary procedures.

DISABILITY EQUALITY:

- Ensures equal access to information for all parents.
- Modifies teaching and learning for children with disabilities
- Ensure that the school environment is as accessible as possible to pupils, staff and visitors to the school.
- Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community
- Sets out our Accessibility plan objectives for a 3 year period and review the progress annually. The plan has three inter-linked elements:

	TARGETS	STRATEGIES	OUTCOMES	TIME FRAMES
CURRICULUM	To ensure both curriculum and extra-curricular activities are accessible to all children	Annual review of curriculum to maximise improvements and adaptations	Curriculum and extra-curricular activities are open to all children	Ongoing
ENVIRONMENT	To ensure reasonable access to buildings and grounds for all children	Discuss all development plans with Archdiocese and LEA officers and take advice as to how existing difficulties can be overcome	Access to buildings and grounds maximised	Ongoing
INFORMATION	To improve communication with disabled pupils and their families	To ensure that all information is accessible to all families	Continual improvement of information to disabled pupils and their families	Ongoing

OUR EQUALITY OBJECTIVES

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages, we felt it appropriate to have an objective for each group.

Type of group objective	Objective	Measure	Achieved date
Disability	Termly review and development of provision maps, staffing and resources to improve attainment of our vulnerable children, including those on the SEN register	All SEN & D children make 2 levels progress	
Sexual Orientation & Gender Assignment	Further developing our pupil voice in the curriculum to ensure it is meeting the needs of all	Curriculum includes more engaging and motivational topics chosen by the children	
Ethnicity	To develop a systematic school approach to monitoring significant ethnic groups attainment and progress	Data is monitored termly	
Religion	To have a 4 year cycle in place for assemblies allowing for links with other faiths to be planned also in-line with SMSC	Monitoring shows appropriate links to assembly themes & religions linked to SMSC	

E-SAFETY

Our school recognises that current and developing technologies can support our school community as active and creative learners. Our school also recognises that such technologies can be used negatively and have the potential to impact on the security and safety of our school community. The statutory curriculum requires pupils to learn how to locate, retrieve and exchange information using ICT. The Internet is an open communications channel, available to all and some of the material is unsuitable for pupils. Due to the international scale and linked nature of Internet content, it is not possible to **guarantee** that unsuitable material will never appear on a school computer and the school cannot accept liability for the material accessed or any consequences of Internet access. Our school aims to minimise the risk of unsuitable material appearing on any computer in the school and to teach our children to be aware of and respond responsibly to the risks of using the Internet. We aim to ensure that all members of our school community use current and developing technologies safely and appropriately.

In order to achieve our aims our school:

SCHOOL SYSTEMS

WEB FILTERING - A MULTI LAYERED APPROACH

- We take a balanced, measured approach to our web filtering, recognising that there are potential dangers but also that there is a multitude of information which is invaluable to support Teaching and Learning in the 21st century. We educate our children to acquire the knowledge and skills
- Like a number of schools within Liverpool we have adopted the "Trustnet" Broadband and web access solution proposed to replace Liverpool City Council as endorsed by a consortia of Head Teachers.
- Within our Trustnet filtering we have compiled a database of appropriate, allowed, websites using an initial, "generic" list originated by Liverpool City Council. In addition to this database we have added more websites built upon our experience and user requests. These are divided into teaching staff and admin lists. admin staff require website where they can purchase materials, whilst teaching staff do not require this.
- The school operates one co-ordinated Twitter feed.
- Our website is controlled and managed by one member of staff.
- Staff are aware that the Trustnet system can identify and monitor all internet use and history and are encouraged to take a sensible approach to personal web access and ensure passwords are secure and their PC's are switched off as necessary.
- The Business Manager has administrator rights and can add or remove websites, after an evaluation of risk. We also have several LCC personnel with administrator access supporting us.
- We take a measured approach to websites like YouTube and filter to allow limited access to users rather than a very restricted mode which severely restricts access.

WIRED AND WIRELESS NETWORK

The school network devices include PC's running Windows, a number of iMac's, a suite of wireless iPads and " Smart" interactive screens. These are all protected through regular security and filtering updates and password controlled access. Our iPads can only download APPS using password controlled access via Apple iD. We review and update APPS on a generic basis.

WINDOWS SERVER

- Our network is "managed" by our Windows server running the latest software. The server is linked to a hard drive backup and an effective UPS. The server provides three layers of access for children, staff and administrator rights.
- Children have password controlled, filtered web access but no access to Staff Shared Drives, Staff have password access providing additional shared drive access but only limited ability to download data. Administrators have password access allowing full network rights.
- Through class, and individual passwords we can limited network use to bona-fide people.
- Additional measures include a time-out automatic switch-off and re-login to staff computers after a short period of inactivity.

SUPERVISION

- Staff are aware that internet use by children should be managed and monitored, and age appropriate access provided.

SCHOOL E-MAIL

- We use Google-Mail and have full administrator rights within "Ourladysbishopeton.com". Each staff member has an individual email account.

INTERNET USE: The school:

- Evaluates new Internet web sites before introducing them in to the school, taking all reasonable precautions that the children access only appropriate material
- Informs parents of new technologies and how they affect their children's education
- Manages the school web-site so as to reflect the school ethos
- Reviews the school's Internet security systems regularly
- Obtains the written consent of parents for their child to use the Internet
- Ensures all staff accept the terms of the school's 'Responsible Internet Use' statement
- Ensures that an adult is always present when the Internet is being used
- Informs the Internet Service Provider and the Internet Watch Foundation via the ICT co-ordinator of the URL and content of any unsuitable sites discovered by staff or pupils
- Works with the LEA, DfE and the Internet Service provider to ensure systems to protect pupils are reviewed and improved
- Implements a clear policy with respect to Internet use
- Teaches children sensible research techniques using safe search engines
- Teaches children skills in selection and evaluation
- Teaches children to respect copyright and use published materials correctly
- Teaches children that about the dangers of sexting between adults and children and children and children

MOBILE PHONES

- Only Y6 children who have permission to walk home alone are allowed to bring mobile phones into school. These are handed in to the Office on arrival and picked up at home-time.
- Staff phones must be set to silent, stored securely out of sight and never used to take and store images of children.

SOCIAL MEDIA

- Parents are asked not to allow children access to social networking sites with specific age limits
- Children are taught that they must not ask adults, including staff if they can be social network friends
- Staff are prohibited from:
 - Accessing social networking sites during the school day
 - Posting any information/photographs about the school, staff, parents or children on social networking sites
 - Bringing the school into disrepute by making any derogatory, defamatory, discriminatory or offensive comments about the school or any school personnel on any social networking site
 - Accepting pupils as Face Book friends
- Staff are required to;

- Ensure that their Face Book is securely locked down
- Inform the school if a pupil/past pupil makes a Friend request

INCIDENT LOG

The school logs all E-Safety incidents and regularly reviews its practice to address these

EYFS SAFEGUARDING AND CHILD PROTECTION

The school adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCB website: www.kscb.org.uk Supporting Guidance (to be read and followed alongside this document)

- DfE guidance 'Keeping Children Safe in Education' (2016)
- Working Together to Safeguard Children (2015).
- "Safeguarding Disabled Children – Practice Guidance" - DOH, 2009
- "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, October 2015
- "What to do if you are worried a child is being abused" – DfE, March 2015
- KSCB document: "Safe Practice with Technology – Guidance for Adults who Work with Children and Young People"
- KCC Safeguarding Children and Child Protection – "Induction Leaflet Guidelines for Early Years Staff"
- KCC Guidelines for "Safeguarding Record Keeping"
- KCC Advice notes - "Dealing with Disclosures"
- Early Years Foundation Stage 2017 Welfare Requirements

Working Together to Safeguard Children (2015) defines safeguarding children as; 'the action we take to promote the welfare of children and protect them from harm', including:

- Protecting children from maltreatment;
- Preventing impairment of children's 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.

It also reminds us that safeguarding "is everyone's responsibility. Everyone who comes into contact with children and families has a role to play." (WTSC 2015 p. 9) The EYFS 2017 requires providers 'to take all necessary steps to keep children safe and well' and accordingly, everyone involved in the care of young children has a role to play in their protection. All members of staff are part of the wider safeguarding system for children and are in a unique position to observe any changes in a child's behaviour or appearance. All members of staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All members of staff have a duty of care to take appropriate action and work with other services as needed.

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the setting's integrated safeguarding portfolio and should be read in conjunction with the policies included in our Safeguarding Handbook.

Our school aims to protect all children from abuse and from inappropriate and inadequate care and to react in all cases where there is a concern. In order to achieve our aim our school:

PREVENTION

- Maintains a positive culture and ethos within which Safeguarding is an important part of everyday life and as a consequence all children can identify a trusted adult with whom they can communicate about any concerns or worries.
- Uses the Department of Education Keeping Children Safe in Education as the school's Code of Conduct document.
- Ensures Parents are aware that the school will take any reasonable action to ensure the safety of its pupils.
- Ensures that when new pupils join our school all parents and carers are informed that we have a Safeguarding/Child Protection Policy and Safeguarding/Child Protection Referral processes. These are available to all parents on the school website.
- Rigorously applies safeguarding policies and safe recruitment and vetting processes
- Maintains an up to date Single Central Register.

PROTECTION

- Publishes the school's Safeguarding/Child Protection Procedures on the school website and around the school so that all Staff and visitors know that there is a Safeguarding Code of Conduct and a process to be followed should they identify any concerns.
- Provides an appropriate Curriculum: Provides Personal, Social and Health Education and Sex and Relationships Education through which our children acquire, in an age appropriate manner, the knowledge, attitudes and the skills they need to stay safe.
- Has a Designated teacher for Looked After Children: Mrs Kelly. Mrs Bostock is the designated out of school hours contact.
- Has a School Safeguarding Team which includes: Mrs. Kelly, Mr. Bland. Mr Maher Mrs Murray and Mrs Bostock. The team meets weekly.
- Ensures every member of staff at every level and members of the governing body undertake annual training and as a consequence are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community
- Ensures that when new staff join our school the school induction procedure ensures that are fully aware of the school's Safeguarding/Child Protection and Safeguarding Escalation policies and procedures.
- Ensures that any employee or volunteer in a regulated activity has an enhanced DBS and is checked against the barred list before they commence employment Exceptions to DBS checks: Work experience placements/Contractors/Governors/Volunteers not meeting regulated activity criteria.
- Only uses supply staff from providers who have been awarded the Safeguarding Charter Mark and ensures that supply staff are given a copy of the school's Safeguarding/Child Protection Policy and Safeguarding/Child Protection Handbook.
- Ensures that all parent volunteers are registered with school and fully aware of the school's Safeguarding/Child Protection Policy and procedures.
- Ensures that visitors to school: On their first visit complete the visitors' sign –in, including a photograph, and receive the handout for visitors. All subsequent visits are checked against this initial registration.
- Deals with allegations made against adults who come in to contact with children in line with the requirements of Safeguarding Children in Education: Dealing with Allegations of Abuse Against Teachers and Other Staff.
- INTERNET: Ensures that school systems include the filtering and monitoring identified as appropriate by the UK Safer Internet Centre and that staff training guarantees that all adults understand the risks posed by adults or children who use technology, including the Internet, to bully, groom, radicalise or abuse children
- SEND: Recognises the additional challenges in ensuring the safety and protection of children with additional needs and implements pro-active strategies to ensure that appropriate support is in place
- LGBT: Teaches children, in an age appropriate manner of the inappropriateness of peer on peer abuse linked to gender issues.

- **SEXTING:** Teaches children, in an age appropriate manner of the dangers and inappropriateness of sexting.
- **GOVERNANCE**
 - Has a Nominated Governor for Safeguarding/Child Protection: Mrs. Susan Ejuoneatse.
 - Holds regular Children and Learning Governor Committee Meetings.
 - Provides the Governing Body with a termly Safeguarding/Child Protection report.

SUPPORT

- Provides early help through the EHAT process, identifying multi agency partners as appropriate
- Escalates support in line with Liverpool Safeguarding Children Board Guidance and Levels of Need Framework and identifies any additional multi agency partners as part of this process
- Convenes child protection conferences following Liverpool Safeguarding Board thresholds and guidance.
- Securely maintains appropriate records and uses information to identify and address any new concerns and to escalate open cases as required.
- Provides support for staff as appropriate.
- Regularly monitors and evaluates the school's Safeguarding/Child Protection policies and procedures including completion of all Liverpool Children's Services Audits.
- Reviews policies and procedures as appropriate in response to these.

INTIMATE CARE

Intimate care is one of the following: Changing a child who is not yet toilet trained/Supporting a pupil with dressing/undressing. Providing comfort or support for a distressed pupil/Assisting a pupil requiring medical care, who is not able to carry this out unaided/• Cleaning a pupil who has soiled him/herself, has vomited or feels unwell. Every child is treated as an individual and care is given as gently and as sensitively as possible. Given the right approach, intimate care can provide opportunities to teach children about the value of their own bodies, to develop their safety skills and to enhance their self-esteem. Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the young persons' right to privacy and dignity is maintained at all times.

The school aims to:

- Safeguard the rights and promote the best interests of the children and ensure they are treated with sensitivity and respect
- Safeguard the adults required to provide intimate care
- Ensure parents understand and support the school's procedure for intimate care

In order to achieve our aims our school

SUPPORTING DRESSING/UNDRESSING

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in the EYFS. Staff will always encourage children to attempt undressing and dressing independently.

PROVIDING COMFORT OR SUPPORT

Where children require physical comfort or support, staff need to be aware that physical contact must be kept to a minimum and be child initiated. When comforting a child or giving reassurance, the member of staff's hands should always be seen and a child should not be positioned close to a member of staff's body which could be regarded as intimate. If physical contact is deemed to be appropriate staff must provide care which is suitable to the age, gender and situation of the child. If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Staff only administer medication to children with a Health Care Plan which includes written consent from parents.

SOILING

Intimate care for soiling is only given to a child after the parents have given permission for staff to clean and change the child. Reception parents sign a permission form so that the Foundation Stage staff can clean and change their child in the event of the child soiling themselves (Appendix 1). If a parent does not give consent, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parents/carers or emergency contact is able to come within a few minutes, the child is not left alone but is comforted and kept away from the other children to preserve dignity. The child will be fully dressed at all times. If a parent/carer or emergency contact cannot attend, the school seeks to gain verbal consent from parents/carers for staff to clean and change the child. This permission will be sought on each occasion that the child soils him or herself. If the parents cannot be contacted, the Head Teacher will be consulted and appropriate decision made to meet the needs of the child.

CLEANING A CHILD:

If a child needs to be changed, staff make sure that:

- Protective gloves are worn
- The procedure is discussed in a friendly and reassuring way with the child throughout the process
- The child is encouraged to care for him/herself as far as possible
- Privacy is given appropriate to the child's age and the situation and physical contact is kept to the minimum possible
- All spills of vomit, blood or excrement are wiped up and flushed down the toilet Any soiling that can be, is flushed down the toilet. Nappies are disposed of in a nappy bin.
- Nappy changes for children not yet toilet trained will take place in the disabled toilet.
- Soiled clothing is put in a plastic bag, unwashed, and sent home with the child

HYGIENE

All staff are familiar with normal precautions for avoiding infection, and follow basic hygiene procedures, including the use of protective, disposable gloves.

PROTECTION FOR STAFF

Members of staff are aware of the danger of allegations being made against them and take precautions to avoid this risk. These include gaining a verbal agreement from another member of staff that the action being taken is necessary. Staff who make regular nappy changes with an individual child will be agreed with parents.

SAFEGUARDING

In line with school policy, all staff DBS checked on application. This is regularly monitored in line with LA Safeguarding recommendations. Volunteers do not carry out intimate care procedures. Students do not carry out intimate care procedures.

ROLE OF PARENTS

Parents must liaise with SENCO, Class teacher and medical professionals as appropriate to ensure that a plan is in place to support the needs and toilet training of the child. For a child who is not yet toilet trained parents must provide nappies, wipes and spare clothing.

LOCKDOWN

Lock down procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident/civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc)

- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

It is not feasible to provide a generic lockdown plan for schools, due to the unique circumstances of each school e.g. the available means of internal communication, the age of pupils, the site layout and the geographical location. However, the guidance says that schools may find some basic principles helpful. These principles include:

- Alerting staff to the activation of the lockdown plan by a recognised signal, audible throughout the school
- Bringing pupils from outside into the school buildings as quickly as possible
- Locking all external doors and windows as necessary
- Having arrangements for staff to notify the school office of any pupils not accounted for

The school's Lock down procedure reflects this guidance and is a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Our procedure aims to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

A lock down drill is undertaken twice a year.

LOCKDOWN PROCEDURES

FULL LOCKDOWN

- Alert to staff: 'Full lock down 'this signifies an immediate threat to the school.
- This signal will activate a process of children being ushered into the school building if on the playgrounds as quickly as possible
- Those inside the school will remain in their classrooms
- External doors and windows will be locked depending on the circumstances
- Internal classroom and office doors will be locked
- Children will remain in the room they are in and the staff will ensure that where possible the children are positioned away from possible sightlines from external windows/doors
- Staff to support children in keeping calm and quiet. NO ONE SHOULD MOVE ABOUT THE SCHOOL
- Lights, Smart boards and computer monitors will be turned off
- As appropriate, the school will establish communication with the Emergency Services and Liverpool City Council as soon as possible
- If necessary, parents will be notified as soon as it is practicable to do so via the school's established communications system NB: Pupils will not be released to parents during a lock down
- If it is necessary to evacuate the building, the fire alarm will sound
- If the fire alarm does not sound staff will remain in lock down positions until informed by key staff e.g. Senior Management
- Team.
- As soon as possible after the lock down teachers return to their base classrooms and conduct a roll call and notify the office immediately of any pupils not accounted for.

STAFF ROLES

- Front office staff ensure that their office is locked and police called if necessary
- Head or office staff member locks the school's front doors
- Site Manger to head to Office.
- Individual teachers/HLTAs/TAs lock/close classroom door(s) and windows. Nearest adult to check exit doors in KS2/KS1/EYFS/Nursery and outdoor classroom doors are locked.
- Staff in PPA room to lock down in this room.
- Catering Staff to lock back door to kitchen and turn off lights.
- INDIVIDUAL STAFF CANNOT SIGN OUT OR LEAVE THE PREMISES DURING LOCKDOWN WITHOUT PRIOR AGREEMENT OF THE HEADTEACHER BEFORE LEAVING
- During the lock down, staff will keep agreed lines of communication open but not make unnecessary calls to the central office as this could delay more important communication. Where staff have access to an internal e-mail system then they could access their account and await further instruction. In practical terms, staff would need to be familiar with accessing their account through a variety of means e.g. laptop, smartphone or tablet.

COMMUNICATION BETWEEN PARENTS AND THE SCHOOL

- School lock down procedures, especially arrangements for communicating with parents, will be routinely shared with parents via Parent App and the school website.
- In the event of an actual lock down, developments will be communicated to parents as soon as is practicable through the school's established communication network: website/Parent App/telephone
- Parents will be given enough information about what will happen so that they:
 - Are reassured that the school understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety
 - Do not need to contact the school. Calling the school could tie up telephone lines that are needed for contacting emergency providers
 - Do not come to the school. They could interfere with emergency provider's access to the school and may even put themselves and others in danger
- Wait for the school to contact them about the time and place pupils can be picked up from office staff or emergency services.
- A letter to parents will be sent home as the nearest possible day following any serious incident to inform parents of context of lockdown and to encourage parent to reinforce with their children the importance of following procedures in these very rare circumstances

BOMB THREATS

Most bomb threats are made over the phone and the overwhelming majority are hoaxes, made with the intent of causing alarm and disruption. Any hoax is a crime and, no matter how ridiculous or unconvincing, will be reported to the police and their advice given full consideration before a decision is taken to close or evacuate. If the site requires full evacuation staff and children will promptly leave the site and go to Church where they will be held until either returning to the school building or be dismissed to parents.

LOOKED AFTER CHILDREN

Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that any Looked After child may have such additional needs and require supplementary support. The school's policy with respect to the admission of Looked After Children is detailed in its Admissions Policy which is reviewed annually. Our school aims to develop and promote the high educational achievement, the social and emotional development and the talents and skills of all Looked After Children in the school.

In order to achieve our aim our school:

- Maintains a register of Looked After Children
- Maintains an overview of the educational needs and progress of Looked After Children and monitors their performance in relation to their peers
- Contributes to the Personal Education Plans of Looked After Children
- Allocates resources to match priorities for Looked After Children
- Implements the strategies agreed in the Personal Education Plans of Looked After Children, collaborating with other agencies and services as necessary
- Maintains an overview of the social and emotional needs of Looked After Children and responds promptly to any issues arising
- Identifies a designated teacher with responsibility for Looked After Children
- Identifies and organises professional development to support priorities for Looked After Children

Provides relevant information to governors

PREVENTING RADICALISATION

Our School uses the following accepted Governmental definition of extremism which is: *‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.* This policy draws upon the guidance contained in the “London Child Protection Procedures” and DfE Guidance “Keeping Children Safe in Education, 2014”; and specifically DCSF Resources “Learning Together to be Safe”, “Prevent: Resources Guide”, “Tackling Extremism in the UK”, DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People” and Peter Clarke’s Report of July 2014.

We aim to ensure that in our school there is a clear approach to the implementation of the PREVENT Duty and that, as a consequence, extremist views from either internal sources or external sources are not disseminated in any form and our children are safe from the dangers of radicalisation and extremism

In order to achieve our aims on our school we:

ETHOS AND CULTURE

- Challenge any prejudice, discrimination or extremist views, including derogatory language, displayed by any member of our school community and deal with any such incidents in line with our Behaviour and Discipline Policy for pupils and our Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

CHILD PROTECTION

- Require all adults working in the school (including visiting staff, volunteers’ contractors, and students on placement) to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher.

CURRICULUM

- Provide a broad and balanced Values, Core and Learning Challenge curriculum, delivered by skilled professionals, which supports our pupils to understand and become tolerant of difference and diversity
- Ensures that the schools internet system has the filters and monitoring recommended by the UK Safer Internet Centre

PARTNERSHIPS

- Work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil’s experiences and horizons.

RECRUITMENT

- Are alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos and implement a rigorous recruitment and selection process which includes DBS, Disqualification by Association, and reference checks as part of our culture of vigilance

SAFEGUARDING

Are alert to:

- Disclosures by pupils of their exposure to:
 - The extremist actions of others outside of school, such as in their homes or community groups
 - Materials, including graffiti symbols, writing, art work or online materials, promoting extremist messages or images
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives including the use of extremist or ‘hate’ terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious and attempts to impose extremist, Anti-Western or Anti-British views or practices on others

And follow locally agreed procedures for safeguarding individuals vulnerable to extremism and radicalisation.

TEACHING APPROACHES

- Ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

TRAINING

- Provide relevant annual training for all members of our school community

USE OF EXTERNAL AGENCIES AND SPEAKERS

- Positively vet those external agencies, individuals or speakers who we engage to provide enrichment learning opportunities or experiences for our pupils.

WHISTLE BLOWING

Encourage staff and pupils to make use of our internal systems to Whistle Blow or raise any issue in confidence where there are concerns of extremism or radicalisation.

RECRUITMENT AND SELECTION

The school will ensure that its recruitment and selection processes both reflect the protective ethos of the school and deter and prevent those who are unsuitable to work with children from attempting to do so.

Our school aims to create an environment in which all staff and pupils, whatever their culture, ethnic origin, sexual orientation or gender assignment, feel equally welcome and valued.

In order to achieve our aims our school

ADVERTISEMENT OF POSTS

Ensures all advertisements clearly inform prospective candidates of the rigorous verification process which will be applied to all applications. The advert will also state that those candidates who do not yet have Enhanced Disclosure status should immediately submit an application for same, as no appointment will be made without this.

INITIAL RECRUITMENT

A letter, outlining the verification process, and a copy of the school’s Required Documents List is included in all application packs. The letter stresses that a **full**

employment history must be provided and confirm that those applicants who are short listed will be required to provide all of the documentation listed in Group 1 and any two of the documents listed in Group 2 of the Required Documents List in support of their application.

RECEIPT OF APPLICATIONS

On receipt of applications the school considers each application against the job description, the person specification and the Recruitment and Selection requirements.

PRE INTERVIEW

For those candidates short-listed the school verifies:

- Their identity through all of the documents in Group 1 and any two of the documents in Group 2 of the Required Documents List
- That they are not on the Department for Education and Skills list of persons deemed unsuitable to work with children.
- The authenticity of their qualifications and their membership of any professional registers identified in the application.
- An applicant's full employment history.
- An applicant's Enhanced Disclosure status.

INTERVIEW

The school ensures that the selection panel includes a representative who is trained to explore with candidates their attitudes towards children and childcare and their perceptions about the boundaries of acceptable behaviour towards children. Applicant's responses to these questions inform the selection process.

POST INTERVIEW/PRE APPOINTMENT

Where an applicant has applied for Enhanced Disclosure but has not yet received confirmation of this status the offer of a post will be subject to such confirmation.

APPOINTMENT AND PROBATIONARY PERIOD.

- Appointment will only be made after the full verification process has been completed.
- Successful candidates with a current Enhanced CRB Disclosure will be able to take up the post and the school will immediately submit an application for an Enhanced CRB Disclosure through Liverpool Children's Services. Depending upon the contents of the completed disclosure their position will either be confirmed or terminated.
- Successful candidates without a current Enhanced CRB Disclosure will not take up post until the school has received Enhanced CRB Disclosure through Liverpool Children's Services.
- All appointments to work with children will be subject to a one year probationary period.

Post employment management and supervision will be alert to indicators of unacceptable, unprofessional or abusive behaviour towards children on the part of an employee.

RELATIONSHIPS AND SEX EDUCATION

'I have come that you might have life and have it to the full' (Jn.10.10)

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the title 'Relationships and Sex Education' (RSE). Our belief in the unique dignity of the human person as made in the image and likeness of God underpins our approach to relationship and sex education. Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity. Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DFE, all relationship and sex education in our school will be firmly embedded in the PSHE framework as it is concerned primarily with nurturing the human wholeness of our pupils.

The aims of our school are to:

- Encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God
- Help pupils develop an understanding that love is the central basis of relationships and to encourage them to talk, listen and reflect on their own relationships and respect differences between people.
- Ensure that pupils are prepared for puberty and are supported to develop a healthier, safer lifestyle
- Create an environment in which all staff and pupils, whatever their sexual orientation or gender assignment, feel equally welcome and valued.

In order to achieve our aims Relationship and Sex Education is taught through our life style in school and through the subjects of Religious Education, Science and by way of a cross-curricular, integrated approach. We acknowledge that every area of school life can potentially contribute to RSE as the school, of its very nature operates through positive human relationships. We recognise value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community.

All elements of Social Moral Spiritual & Cultural education are covered. Significant aspects of Relationship and Sex education remain part of the National Curriculum for Science. These will be taught to all pupils. Parents are unable to withdraw pupils from such lessons.

Key Stage 1 (5-7)

- That humans move, feed, grow, use their senses and reproduce;
- To name the main external parts of the body;
- That humans grow from babies into children and then into adults, and that adults can produce babies;
- To recognise similarities and differences between themselves and other pupils

Key Stage 2 (7 – 11)

- That the life processes common to humans and all animals include nutrition, growth and reproduction
- The main stages of the human life cycle.

Teachers will use their professional judgement when addressing issues in RSE. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

Pupils in the autumn term of Year Five will learn about the emotional and the physical changes of puberty. For this particular part of the curriculum, children will remain together at first prior to forming separate groups of girls and boys for extension discussions. A similar approach will operate in the autumn term in Year Six.

RESOURCES

We acknowledge that parents and carers are the key persons for children learning about sex and relationships; the foremost educators. Our role and our programme, A Journey in Love, simply complement their role in nurturing their children's human wholeness

ASSESSMENT RECORDING AND REPORTING

A record is kept in teacher's planning of the delivery of RSE. Pupils are given the opportunity for self-evaluation at an appropriate level for each year group. Reporting is made in individual pupil's reports under 'General Development'.

OUTSIDE AGENCIES

The expertise of outside agencies will be used appropriately to support the school's delivery.

SAFEGUARDING PROCEDURES

The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the designated child protection officer in school.

THE GOVERNING BODY

The Governing body and Foundation Governors in particular recognise their responsibility to ensure the RSE programme follows Diocesan principles and reflects the Church's teaching.

THE ROLE OF PARENTS

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

RIGHT OF WITHDRAWAL

It is our hope that parents would wish their children to be involved in the schools positive and prudent programme of RSE, however, we recognise parents have the right to withdraw their children from such lessons after discussion with the headteacher.

SAFEGUARDING AND CHILD PROTECTION: LIVING LOVING LEARNING IN JESUS

In our school we recognise that because they are in regular and frequent contact with children, school staff are particularly well placed to observe signs of abuse. Our school recognises its responsibilities to protect our children from harm, abuse and inappropriate and inadequate care and to support and promote their welfare. The elements of our policy are prevention, protection and support and the policy gives clear direction to staff, volunteers, visitors, Governors and parents about the expected behaviour and responsibility when managing safeguarding concerns.

Our school aims to protect all children from abuse and from inappropriate and inadequate care and to react in all cases where there is a concern.

In order to achieve our aim our school:

PREVENTION

- Maintains a positive culture and ethos within which Safeguarding is an important part of everyday life and as a consequence all children can identify a trusted adult with whom they can communicate about any concerns or worries.
- Uses the Department of Education Keeping Children Safe in Education as the school's Code of Conduct document.
- Ensures Parents are aware that the school will take any reasonable action to ensure the safety of its pupils.
- Ensures that when new pupils join our school all parents and carers are informed that we have a Safeguarding/Child Protection Policy and Safeguarding/Child Protection Referral processes. These are available to all parents on the school website.
- Rigorously applies safeguarding policies and safe recruitment and vetting processes
- Maintains an up to date Single Central Register.

PROTECTION

- Publishes the school's Safeguarding/Child Protection Procedures on the school website and around the school so that all Staff and visitors know that there is a Safeguarding Code of Conduct and a process to be followed should they identify any concerns.
- Provides an appropriate Curriculum: Provides Personal, Social and Health Education and Sex and Relationships Education through which our children acquire, in an age appropriate manner, the knowledge, attitudes and the skills they need to stay safe.

- During term time ensures that there is always a named and known lead contact in school. The Designated Safeguarding/Child Protection Co-ordinator is Mrs Kelly and the Deputy Designated Safeguarding/Child Protection Co-ordinator: Mr. Bland; both of whom attend annual training for Safeguarding Leads. If both of these members of staff are off site at the same time Mrs Bostock is the next point of contact, with Mrs Murray being the contact should all of the above be off site.
- Ensures every member of staff at every level and members of the governing body undertake annual training and as a consequence are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community
- Has a Designated teacher for Looked After Children
- Ensures that when new staff join our school the school induction procedure ensures that are fully aware of the school's Safeguarding/Child Protection and Safeguarding Escalation policies and procedures.
- Ensures that any employee or volunteer in a regulated activity has an enhanced DBS and is checked against the barred list before they commence employment Exceptions to DBS checks: Work experience placements/Contractors/Governors/Volunteers not meeting regulated activity criteria.
- Ensures that supply staff are given a copy of the school's Safeguarding/Child Protection Policy and Safeguarding/Child Protection Handbook.
- Ensures that all parent volunteers are registered with school and fully aware of the school's Safeguarding/Child Protection Policy and procedures.
- Only uses supply staff from providers who have been awarded the Safeguarding Charter Mark.
- Ensures that visitors to school: On their first visit complete the visitors' sign –in, including a photograph, and receive the handout for visitors. All subsequent visits are checked against this initial registration.
- Deals with allegations made against adults who come in to contact with children in line with the requirements of Safeguarding Children in Education: Dealing with Allegations of Abuse Against Teachers and Other Staff.
- INTERNET: Ensures that school systems include the filtering and monitoring identified as appropriate by the UK Safer Internet Centre and that staff training guarantees that all adults understand the risks posed by adults or children who use technology, including the Internet, to bully, groom, radicalise or abuse children
- SEND: Recognises the additional challenges in ensuring the safety and protection of children with additional needs and implements pro-active strategies to ensure that appropriate support is in place
- LGBT: Teaches children, in an age appropriate manner of the inappropriateness of peer on peer abuse linked to gender issues.
- SEXTING: Teaches children, in an age appropriate manner of the dangers and inappropriateness of sexting.
- GOVERNANCE
 - Has a Nominated Governor for Safeguarding/Child Protection: Mrs. Susan Ejuoneatse.
 - Holds regular Children and Learning Governor Committee Meetings.
 - Provides the Governing Body with a termly Safeguarding/Child Protection report.

SUPPORT

- Provides early help through the EHAT process, identifying multi agency partners as appropriate
- Escalates support in line with Liverpool Safeguarding Children Board Guidance and Levels of Need Framework and identifies any additional multi agency partners as part of this process
- Convenes child protection conferences following Liverpool Safeguarding Board thresholds and guidance.
- Securely maintains appropriate records and uses information to identify and address any new concerns and to escalate open cases as required.
- Provides support for staff as appropriate.
- Regularly monitors and evaluates the school's Safeguarding/Child Protection policies and procedures including completion of all Liverpool Children's Services Audits.

Reviews policies and procedures as appropriate in response to these.

SAFEGUARDING/CHILD PROTECTION ESCALATION

- For children with additional or unmet needs that do not meet the higher thresholds of need but require a multi-agency coordinated approach and plan, an Early Help Assessment Tool (EHAT) will be completed. The '**LSCB Assessment of Needs/ Thresholds Guidance**' provides criteria to match concerns to.
- A lead professional will be identified to support the family and coordinate multi agency interventions.
- If a parent does not agree to an EHAT professional meetings and coordinated interventions may still be possible. However, the lack of parental engagement may well lead to the need for a Child in Need/Child Protection Referral.
- The Designated Safeguarding/Child Protection Teacher will attend the initial Safeguarding/Child Protection Conference.
- If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher, with clearly defined delegated authority, to attend the subsequent Core Group meetings.

This policy considers where there is disagreement. It is the responsibility of the Designated Child Protection Coordinator and the Headteacher to escalate their concerns with Children Services when a child's needs are not being met or they remain at significant risk of harm.

DISAGREEMENT WITHIN SCHOOL AS TO THE NEED FOR A REFERRAL

- In situations where the Safeguarding/Child Protection Coordinator (SCPC) **does not** believe a referral to CARELINE is appropriate and this decision is **questioned** by a member of staff the followings escalation processes will be followed.
- The SCPC and the member of staff will meet and the SCPC will explain why they feel a referral to CARELINE is not appropriate based upon LSCB Assessment of Needs/Thresholds Guidance.
- If there is still no agreement: The SCPC, member of staff and Headteacher will meet to review the child's needs against the LSCB thresholds.
- If there is still no agreement: CARELINE will be contacted and the information shared.

DISAGREEMENT ABOUT CARELINE'S DECISION TO ACCEPT A REFERRAL

- **CARELINE REFUSES REFERRAL ON GROUNDS THAT IT DOES NOT MEET THE LSCB ASSESSMENT OF NEEDS/THRESHOLD GUIDANCE**
- Following initial telephone contact, if the school does not agree with the decision of CARELINE (on behalf of Children's Services) it has a **responsibility to escalate its concerns**.
- The school will complete the multi-agency referral form, identifying any other agencies which support the concern/referral, in support of its initial telephone contact. This form will provide a chronology of key events, referenced to the '**LSCB Assessment of Needs/ Thresholds Guidance**' and a greater context to the referral and will enable Children's Services to have all the information they need to make an informed judgment as to whether it meets the 'threshold'. This is particular important if they are historic concerns related to the family.

CARELINE STILL REFUSES REFERRAL ON GROUNDS THAT IT DOES NOT MEET THE LSCB ASSESSMENT OF NEEDS/THRESHOLD GUIDANCE

The school will take the following steps when escalating concerns to CARELINE and then Children's Services:

- Speak to the Careline social worker who has made the decision. The advisor who answered the call should never refuse this request.
- If there is still no agreement speak to a Careline Team Leader.
- If there still is no agreement: Put concerns in writing to the Careline Service Manager mike.evans@liverpooldirectlimited.co.uk tel: 0151 225 2045

- Seek advice from phil.cooper@liverpool.gov.uk
- Escalate concerns further to Divisional Managers in Children's Services and then to the Assistant Director of Children's Services and if needed to the Director of Children's Services if you believe a child is at risk and a referral is not being accepted or a section 17 Child in Need Assessment is required.
- Require an explanation as to the outcome of a referral and an explanation as to why a referral is not being accepted.

CONCERN ABOUT THE PROGRESS OF A CHILD IN NEED/CHILD PROTECTION PLAN

If the school has significant concerns about a child subject to a 'Child Protection Plan' or 'Child in Need Plan' believing that there is no progress with the case or it has deteriorated significantly, or additional services and interventions are required or even they child should be removed from the home.

- The school will not wait for the next Core Group Meeting or Case Conference but will raise its concerns, both verbally and in writing, with the social worker who will be asked to bring forward the next Core Group Meeting.
- Concerns will also be forwarded to the Team Leader and the Independent Reviewing Officer at the Safeguarding Unit.
- Advice will be sought from phil.cooper@liverpool.gov.uk
- Concerns will also be shared with the Service Manager, Divisional Manager, Assistant Director and Director of Children's Services as appropriate

DISAGREEMENT AT CASE CONFERENCE ABOUT THE NEED TO PUT INTO PLACE A CHILD PROTECTION PLAN/REMOVE A CHILD FROM PLAN

The school will:

- Ask for their concerns to be captured in the minutes.
- Ask for a clarification of the reasons underpinning the decision.

If the school still disagrees with the decision it will:

- Write to the Independent Chair detailing its concerns.
- Escalate its concerns beyond the Independent Chair if concerns remain unresolved and the school believes the child is at risk of significant harm.

SUPPORTING MEDICAL CONDITIONS IN SCHOOL

Our school is committed to supporting children with long term medical conditions which require long term medication.

Short Term Medication

We cannot support administer short term medication to children experiencing short term illnesses. In these instances, parents are advised to keep children at home until the course of short term medication is completed and they are fully recovered.

Parents can contact the school to arrange appropriate times when they (or a designated representative) can call in to administer these medications directly to their child.

Non Prescription Medication

In no circumstances will the school administer or supervise pupils taking non-prescription medication and non-prescription medicines must not be given to children to bring into school to take themselves. Our school aims to ensure that:

- Children with medical conditions have the same opportunities, and are included in the same activities as all other children in the school
- Children with medical conditions feel confident in the support they receive from the school, including support to manage their conditions independently and pro-actively.
- Parents of pupils with medical conditions feel secure in the care their children receive
- All staff are confident in knowing what to do in an emergency

Key staff are confident in secure in the administration of specific medications

In order to achieve our aim our school:

CHILDREN WITH MEDICAL CONDITIONS HAVE THE SAME OPPORTUNITIES, AND ARE INCLUDED IN THE SAME ACTIVITIES AS ALL OTHER CHILDREN IN THE SCHOOL

The Governing Body:

- Upholds the Equality Act 2010 and make any reasonable adjustments
- Ensures that arrangements are in place to support pupils with medical conditions
- Makes sure the supporting medical conditions in school policy is effectively implemented, monitored and evaluated and updated in line with the school policy review timeline
- Ensures all parents are fully aware and understand their responsibilities

The Head Teacher ensures that:

- The school puts the policy into practice
- Information held by the school is accurate and up to date and respects the confidentiality of the child
- Good information sharing systems contribute to liaison between child/young people, school staff, SENCO, pastoral support staff, teaching assistants, school nurses, parents, governors, the school health service, the Local Authority and local emergency care services
- Relevant training is accessed
- A staff member checks the expiry date of medicines kept at school and maintains the school medical register.
- The policy is monitored and reviewed annually

CHILDREN WITH MEDICAL CONDITIONS FEEL CONFIDENT IN THE SUPPORT THEY RECEIVE FROM THE SCHOOL, INCLUDING SUPPORT TO MANAGE THEIR CONDITIONS INDEPENDENTLY AND PRO-ACTIVELY.

All children with medical conditions have:

- Staff to assist in helping them take their medication safely
- Immediate and easy access to their medication and any emergency medication
- Their medication available when they go on a school visit or out of the classroom
- The appropriate medication or food with them during any exercise and are allowed to take it when needed.
- Access to additional pastoral support and any reasonable additional support required to enable them to access activities they wish to take part in
- Support and encouragement to carry and administer their own medication and emergency medication if parents and health professionals have determined that they are able to begin to take this responsibility

PARENTS OF PUPILS WITH MEDICAL CONDITIONS FEEL SECURE IN THE CARE THEIR CHILDREN RECEIVE

Parents are aware that they must:

- Inform the school if their child has a medical condition on Admission Forms and update this information annually.
- Provide the school with full written information about any medication their child requires during school hours or while taking part in educational visits or residential visits, especially when these include overnight stays.
- Provide the school with written consent to administer medication
- Inform the school of any changes to their child's condition and any changes to their child's medication
- Ensure their child's medication and medical devices are:

- Labelled with their child's full name and date of birth and a spare is provided with the same information.
- Within expiry dates.
- Ensure their child has regular reviews about their condition with their doctor or specialist healthcare professional and information that will require the school to support the child is passed on to the school.
- Ensure their child has a written care/self-management plan from their doctor or specialist healthcare professional to help their child manage their condition.
- Obtain and dispose of sharp boxes.
- Make arrangements to dispose of out of date medication.

The school:

- Maintains an up to date Medical Register Individual Healthcare Plans. These are confidential and kept in a secure central location with only specified staff, including supply teachers, securely holding copies. Copies will be made available to Emergency Care staff.
- Maintains an accurate record of each occasion an individual child is given or supervised taking medication.
- Maintains effective communication with parents including informing them if their child has been unwell at school and requiring them to update Individual Healthcare Plans if their child has a medical emergency or if there have been changes to their symptoms, medication or treatments.
- Works co-operatively with the school nurse and others from the local Health Services, including GPs and paediatricians to support children with a medical condition.
- Ensures, and maintains a log of, relevant training.
- Has trained First Aiders who give immediate help to casualties with common injuries or illnesses and those arising from specific hazards with the school and when necessary ensure that an ambulance or other professional medical help is called.
- Ensures that if a child needs to be taken to hospital, a member of staff will always accompany them and will stay with them until a parent arrives. The school tries to ensure that the staff member will be one the child knows.
- Ensures that a copy of the current individual Healthcare Plan is sent to the emergency care setting with the child. On occasions when this is not possible, the form is sent (or the information on it is communicated) to the hospital as soon as possible.
- Informs parents immediately if a child refuses their medication and records this in the medication records.
- Informs parents immediately if a child misuses medication, either their own or another child's.
- Ensures that copies of Individual Healthcare Plans are taken on trips and residential and inform relevant risk assessments.
- Only accepts medication in its original container/packaging.
- Stores emergency medication so it is readily available. If the emergency medication is a controlled drug and needs to be locked up the keys are readily available and not held personally by members of staff.
- Stores non-emergency medication securely, ensuring that pupils with medical conditions know how to access it.
- Checks expiry dates at the beginning of each term.
- Arranges for all medication to be picked up at the end of the school year.
- Uses securely stored sharp boxes to dispose of needles. Named staff are responsible for sharp boxes on residential.

ALL STAFF ARE CONFIDENT IN KNOWING WHAT TO DO IN AN EMERGENCY

All staff:

- Know and understand the policy and are aware of the most common serious medical conditions which they may come across when children are in their care.
- Are aware that there is no legal or contractual duty for any member of staff to administer medication or supervise a child/young person taking medication unless they have been specifically contracted to do so.
- Understand their duty of care to pupils and know that in an emergency situation they are required under common law duty of care to act like any reasonably prudent parent. This may include administering medication.
- Know which child/young people in their care have a medical condition and be familiar with the content of the child/young person's Individual Healthcare Plan.
- Know that the action for staff to take in an emergency for the common serious conditions at the school is displayed in prominent locations for all staff including classrooms, kitchens and the staff room.
- Receive annual awareness training around the potential triggers, signs and symptoms of common medical conditions and the appropriate response.

KEY STAFF ARE CONFIDENT AND SECURE IN THE ADMINISTRATION OF SPECIFIC MEDICATIONS

- All staff that work directly with pupils receive training and know what to do in an emergency for the pupils in their care with medical conditions.
- Training is refreshed for all staff as appropriate and should be referred to the child/young person's Individual Healthcare Plan.
- Training is given to all staff members who agree to administer medication to pupils, where specific training is needed. The local authority provides full indemnity.
- The school uses the child/young person's Individual Healthcare Plan to inform the appropriate staff (including supply teachers and support staff) of pupils in their care who may need emergency help
- The school have plans in place to cover staff absence and sickness.
- Key staff, specifically contracted to administer medication, receive relevant training from healthcare professionals.
- The school SENCO knows which children have a medical condition and which have special educational needs because of their condition and works with staff to ensure that children with medical conditions continue to make expected progress and that reasonable adjustments are put in place if a child needs special consideration or access arrangements in exams. Review of a child's Individual Healthcare Plan is included in any termly or annual reviews.

VISITORS TO SCHOOL

The school recognises that there will be regular visitors in school either to support the curriculum, to maintain or improve the school building or to discuss a range of issues with staff. The school also recognises its responsibility to ensure that all such visitors provide a consistent example to the children and that all children in the school are protected from physical, sexual and emotional harm.

The school aims to:

- Provide a comprehensive range of enrichment activities to support its broad and balanced curriculum
- Ensure that all adults in the school provide a consistent example to the children
- Ensure all children in the school are protected from physical, sexual and emotional harm
- Ensure all staff and pupils, whatever their race, ethnic origin, sexual orientation or gender assignment, feel equally welcome and valued.

In order to achieve our aims our school:

SIGNING IN

- On arrival at school all visitors are required to call into the Main Office
- All visitors are given a copy of the school's Information for Visitors leaflet

- If visitors accept the Code of Conduct outlined in the Information for Visitors leaflet, they are then invited to sign in using the school's computerised system
- The DBS data of regular visitors to the school is also recorded on this system
- The DBS data of one off or irregular visitors is recorded on a form held in the school office
- Visitors are then provided with a colour coded lanyard (Yellow: Contractor/Red Supervised Visitor/Green Unsupervised Visitor) and badge complete with photograph which they are required to wear whilst on the school site
- Badges are returned to the office when the visit is completed
- Visitors are required to sign out using the computerised system.

VISITORS TO SUPPORT THE CURRICULUM

- Only books visitors and workshops which have current Enhanced DBS checks. Details of the Enhanced DBS checks are recorded

CONTRACTORS

- For large projects the school uses companies on the Archdioceses Approved List. These companies ensure their staff are DBS Checked.
- For smaller projects the school tries to use contractors who are DBS checked.
- If contractors are not DBS checked they are not allowed to work unsupervised in areas of the school used by children school.

WHISTLE BLOWING

In order to achieve our aims our school

RAISING A CONCERN

- For employees, the first step is to raise any concern with his or her line manager. If the employee feels that the concerns involve the line manager they should speak to the Head teacher. If the concerns involve the Head teacher or a Governor, other than the Chair of Governors, they should raise the concerns with the Chair of Governors. If the concern involves the Chair of Governors they should raise this with the Deputy Chair of Governors. The Governing Body should consider a designated Whistleblowing Governor to deal with any concerns raised involving the Chair and Deputy Chair of Governors.
- If the concerns involve officers of the local authority the employee should raise the concern with the Director of Children and Young People's Services, or another senior manager, such as the City Solicitor. If the concerns involve officers of School Improvement Liverpool the employee should raise the concerns with the Chief Executive of School Improvement Liverpool.
- Where schools are financed/maintained by the Local Authority and concerns are raised which relate to fraud, corruption or other financial irregularity, the school will be responsible for investigating the financial irregularity, however the concern must be reported to the Divisional Manager, Audit and Risk of the City Council. Internal Audit Service will provide guidance on the investigation and if, and when, matters should be reported to the police. Schools are required to present a report of the findings of any investigation into financial irregularities, including any police referrals to the Internal Audit Service.
- Concerns should, ideally, be raised in writing and provide as much information as possible including: The background and history of the concern (including relevant dates, times, names, places, etc)/ The nature of the concern/ The reason why they are particularly concerned about the situation/The names of any colleagues/employees who are considered to be either directly involved or who can help with further information/Any other background information eg lists of documents, etc.
- All anonymous concerns will be treated seriously, however without contact details it may be difficult to clarify information, gain additional information or carry out an investigation.

HOW THE SCHOOL WILL RESPOND

- The action taken by the school will depend on the nature of the concern raised and will normally be investigated internally by the school. However, in appropriate cases the concerns may be referred to the local authority, a regulatory body or the Police in criminal matters.
- In order to protect the whistle blower, the school and those accused, initial enquiries will be made to decide whether an investigation is appropriate, and if so, what form it should take, and who should conduct it.
- Concerns which fall within the scope of other procedures will normally be referred for consideration under those procedures.
- The overriding principle which the school will have in mind is the public interest.
- Concerns may be resolved by agreed action without the need for an investigation. If urgent action is required this will be taken before any investigation is conducted.
- Where the individual raising the concern has provided contact details the person receiving the concern will send an acknowledgement within 10 working days. If it is possible to say at this stage how the matter is to be dealt with, then more information may be provided, however since investigations often involve maintaining confidentiality, it may not be possible to disclose any further information.
- If an investigation is to be undertaken an appropriate investigating officer will be appointed, which may be the person who received the concern. Where the individual has provided contact details, an investigation interview should be undertaken unless not required by the whistleblower. The investigating officer will meet with the individual to gather as much information as possible. Where the complainant is an employee, they will be entitled to representation by a trade union rep or colleague. The investigating officer will inform the individual what steps will be taken and potential timescales for the investigation to be completed. If the matter does not fall under the whistleblowing policy they will be informed how the matter will be taken forward.
- Employees who are the subject of a whistleblowing concern which is being investigated, may be contacted by the Investigating Officer and a formal investigation will be carried out and the employee has a right to representation by a trade union rep or colleague. This is to ensure that the investigation is fair and open. The details of any concerns raised which are discovered to be untrue will not be kept on the employee's file.
- The investigating officer will consider all the evidence and make a recommendation to the Governing Body and/or the local authority and/or Diocese or Archdiocese. In the case of financial irregularities in maintained schools a report of the findings will be sent to the Internal Audit Service.
- School accepts that those raising concerns need to be assured that the matter has been properly addressed, therefore subject to legal constraints, information will be provided on the outcome of any investigation, to the whistle blower, as long as contact details have been provided.
- School hopes that all cases will be dealt with satisfactorily. If an individual feels that it is right to take the matter further they may refer to the table provided at the end of this section, which provides details of a number of relevant organisations.

IF A CONCERN IS RAISED

- The school will act quickly and with the utmost discretion. All concerns will be evaluated objectively, reviewing the facts as they appear. If appropriate an investigating officer will be appointed.

- The school will consider the following in deciding how to progress the concern:
 - The quality of the information provided and whether all relevant information has been provided or is available.
 - Whether there is any corroborating evidence available, such as supporting documentation or testimony of another individual.
 - Whether there are obvious motives that may have led to an accusation such as poor working relationships or the possibility of personal gain. There is also the possibility that a concern raised for the wrong reasons may also be true.
 - An assessment of the seriousness of the concerns and the potential risks if they are correct or if they are not investigated.
- Where an allegation involves a member of staff the Investigating Officer may wish to contact the schools' HR Adviser for advice and assistance with any investigations.
- Depending on the seriousness of the concern and the amount of evidence available, management may wish to consider suspension of an employee in order that an investigation can be carried out unhindered or without further loss to school. You are advised to consult your HR Adviser in this situation.

MAKING A DISCLOSURE OUTSIDE SCHOOL OR THE LOCAL AUTHORITY

The school and the local authority would encourage an individual to raise a concern internally in order to deal with the matter and remove or reduce any risk. However, if an individual has raised a concern internally and feels that this has not been dealt with satisfactorily or feels that the concern needs to be raised directly with an external body, such as a regulator, you are advised to seek advice before reporting a concern externally. The independent whistleblowing charity, Public Concern at Work, operates a confidential helpline to provide confidential advice, free of charge to anyone concerned about wrongdoing at work; telephone 020 7404 6609 or email whistle@pcaw.co.uk

The following list provides details of external organisations that you may wish to contact. Alternatively, you may wish to refer to the list of prescribed people and bodies contained within the document 'Blowing the Whistle to a prescribed Person which can be found at the following web address: -

[www.gov.uk/https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183340/11-641-blowing-the-whistle-to-a-prescribed-person.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183340/11-641-blowing-the-whistle-to-a-prescribed-person.pdf)

- The Information Commissioner The Office of the Information Commissioner Wycliffe House, Water Lane Wilmslow, Cheshire SK9 5AF
- 0303 123 1113 casework@ico.gsi.gov.uk
Grant Thornton UK LLP (External Auditor to LCC as appointed by the Audit Commission) Royal Liver Building Liverpool L3 1PS 0151 224 7200
- www.grant-thornton.co.uk
- Merseyside Police Merseyside Police HQ Canning Place Liverpool L1 8JX 101 or 0151 709 6010
- The Environment Agency National Customer Contact Centre PO Box 544 Rotherham S60 1BY 03708 506 506 enquiries@environment-agency.gov.uk
- Health and Safety Executive Redgrave Court Merton Road Bootle L20 7HS 0845 300 9923
- HM Customs and Excise Customs Confidential Freepost SEA 939 PO Box 100 Gravesend, Kent DA12 2BR 0800 595 000
- Public Concern at Work Public Concern at Work 3rd Floor Bank Chambers 6-10 Borough High Street London SE1 9QQ 020 7404 6609
whistle@pcaw.org.uk
Liverpool Archdiocese LACE Croxteth Drive Sefton Park Liverpool L17 1AA 0151 522 1000
- Diocese of Liverpool St James' House 20 St James' Road Liverpool L1 7BY 0151 709 9722

UNTRUE ALLEGATIONS

- If an employee raises a concern in good faith which they believe is in the public interest, but is not confirmed by the investigation, then no action will be taken against them.
- If an employee raises a concern that is not in the public interest, which, after investigation, turns out to be untrue, then the matter may be considered under the schools Disciplinary Procedure and disciplinary action may be taken.