



**Smith's Wood Primary Academy**

# **Safeguarding Policy**

**September 2018**

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**Insert Education Provider Name Governing Body / Trust Board / Management Board / Proprietor (delete as appropriate)**

## **Safeguarding Policy Statement**

- This policy sets out how the governing body of Smith's Wood Primary Academy is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent education provisions, academies and post-16 providers.
- The safeguarding policy applies to all staff (teaching and non-teaching), governors, volunteers, temporary and supply staff working in the education provision.
- This policy will be reviewed annually by the governing body / trust board / management board / proprietor (delete as appropriate) and is in line with the requirements of Working Together to Safeguard Children (DfE, March 2015), Keeping Children Safe In Education (DfE, September 2018), Inspecting safeguarding in early years, education and skills settings Ofsted document (August 2016).
- This policy is made available to parents via the school website at [www.smithswwodpri.solihull.sch.uk](http://www.smithswwodpri.solihull.sch.uk)

Safeguarding Policy ratified by governing body / trust board / management board / proprietor (delete as appropriate) *insert name of school on date.*

Governors' Committee Responsible: e.g.: Safeguarding Committee

Governor Lead Mr S Carter

Nominated lead member of staff Mr J Talbot

Status and Review Cycle	Statutory	Annual
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Next review date April 19

Chair of Governors  
Mr N Henderson

Safeguarding Governor  
Mr S Carter

Education provision: Smith's Wood Primary Academy

## **NAME OF EDUCATION PROVIDER SAFEGUARDING POLICY**

**Education providers may wish to insert their mission statement or vision and values in line with their procedures for other policies.**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this education provision. (For some special education provisions this age range goes beyond 18). All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

### **Policy Statement:**

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is our paramount concern. Our school is a community and we all (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. This includes maintaining an attitude of "it could happen here" where safeguarding is concerned.

We make every effort to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, able to talk and believe they are being listened to.

### **Aims:**

To identify key roles and responsibilities for all staff in relation to safeguarding, and emphasise the need for good levels of communication between all members of staff.(including child protection lead, behaviour lead, attendance lead and special educational needs co-ordinator)

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities and clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the school and links with other relevant policies to safeguard the general welfare of children; (including managing allegations and safer recruitment). This includes appropriate work around safeguarding in the curriculum.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the education provision prospectus. This policy is made available to parents on request and published on the education provider name website (*insert link*).

## **Leadership and Management of Safeguarding**

### **Governing Body**

The Governing body is responsible for:

- Ensuring there is a nominated safeguarding governor.
- Liaising with the headteacher and/or designated staff over safeguarding matters. This is a strategic role rather than operational; governors will not be involved in concerns about individual pupils.
- Supporting the Headteacher and staff (such as the DSL) in their role by ensuring the allocation of funding and resource is sufficient to meet the current safeguarding activity, through a safeguarding action plan.
- Ensuring school leaders report to the governing body at least annually. This should include feedback on self-evaluation activity and the local authority annual review of safeguarding.
- Ensure the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- Ensure the governing body receive safeguarding training, and the safeguarding governor attends appropriate training in order to guide governors on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the education provision's safeguarding arrangements.
- Ensuring the school has effective safeguarding policies and procedures in place, including a child protection policy and a staff behaviour policy.
- Ensuring that training is undertaken at the required frequency by all staff and governors.
- Ensuring the school has a broad and balanced curriculum that incorporates safeguarding.
- Ensuring the school complies with relevant legislation and local guidance around safeguarding.
- Ensuring that there are clear lines of accountability within the school's leadership for safeguarding.
- There is a nominated governor (ideally the Chair), who will act as case manager for dealing with allegations of abuse against the headteacher, the principal or proprietor or member of the governing body of an independent school. In the event of allegations of abuse being made against the headteacher and/or where the headteacher is the sole proprietor of an independent school, allegations should be reported to the local authority designated officer (LADO) within one day (see managing allegations policy).
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

A Governing body checklist is provided in [Appendix 1](#).

## **Specific Safeguarding Roles in School**

**The nominated safeguarding governor** is: **Mr S Carter**. He is responsible for safeguarding and to champion good practice; to liaise with the head teacher and to provide information and reports to the governing body.

**The lead Designated Safeguarding Lead for Child Protection** is **Mr J Talbot** and is a member of the Senior Leadership Team.

**The headteacher Mr J Talbot** leads on safer recruitment work. (In the event of the recruitment of a headteacher, governors will lead the recruitment.)

The Educational Advice and Support to Educational Establishments (**EASEE**) lead is **Halit Halusi**

The **case manager for dealing with allegations of abuse made against school staff members** is the head teacher, and should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **case manager for dealing with allegations against the headteacher** is **Mr N Henderson** the chair of governors, who should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **designated teacher for Looked After Children** is Mrs **M Taylor** and will liaise with the DSL as appropriate.

The **Personal, Social and Health Education** lead is **Mrs V Hudson**.

The **Medicines in school** lead is **Mrs D Shillaker**.

The **First Aid** lead is Mrs **D Shillaker**.

The **Online safety** lead is **Mrs V Hudson**.

The **Preventing radicalisation** lead is **Mr John Talbot**.

The **Behaviour and anti-bullying** lead is **Mr S Taylor**.

The **Equality and Diversity** lead is **Miss D Givens**

The **Health and Safety** lead is **Mrs S Volante**.

The **Environmental Health** (particularly food hygiene) lead is **Chris Lang 0121 704 6193**.

The **Educational Visits** lead is **Miss D Givens**.

The **Attendance** lead is **Mr J Talbot**.

The **Whistleblowing** lead is **Mr J Talbot**.

Our **local police community support officer** (PCSO) is Emma **Took** and can be contacted on **0345 1135000 ext 8926035**.

The **School Nurse** is **Victoria Unitt** and can be contacted on **0121 770 1919**.

In the event of an emergency, please dial 999 immediately.

## **Responsibility and Accountability**

The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice.

### **All staff members, governors, volunteers and external providers:**

- Are subject to Safer Recruitment processes and checks in relation to their role in the education provision.
- Are expected to behave in accordance with the code of conduct and act on any breach of the code of conduct or any concern about a member of staff or volunteer.
- Should know how to recognise, respond and take appropriate and timely action to a safeguarding concern.

The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

#### **All staff:**

- Have a responsibility to provide a safe environment in which children can learn.
- All 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 staff then have a responsibility to take appropriate action, working with other services as needed.

## **Staff Induction, Training and Development**

All staff, including new members of staff and volunteers are given appropriate safeguarding training and induction that includes basic child protection training and health and safety training, familiarisation with the suite of safeguarding policies including the child protection policy, staff code of conduct, chapter one of keeping Children Safe In Education (DfE September 2018). This training and induction is proportionate to their role and responsibilities. A sample training record is provided in [Appendix 3](#).

## Safeguarding in the School Curriculum

As a school we will educate and encourage pupils to keep safe through the provision of a **broad and balanced curriculum which includes a safeguarding curriculum**. The curriculum (for example history, English, drama, and RE) and in particular the personal, social and health and economic education (PSHE) strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils, developing preventative strategies to ensure their own protection and that of others whilst promoting fundamental British Values. Opportunities are provided for pupils to develop the knowledge, skills and strategies they need to stay safe from abuse. For example: assessing risk, positive self-esteem, emotional literacy, assertiveness, and understanding of healthy relationships, sex and relationships education (including consent), online safety, preventing radicalisation, female genital mutilation, child sexual exploitation and anti-bullying. This should also include broader work around safety including life skills such as hygiene routines and practices, road safety and independent travel. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there are a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

## Supporting Staff Working in Difficult Situations

We recognise that staff working in the school who have become involved with a safeguarding issue which they may find stressful and upsetting. By ensuring clear management oversight of work by senior leaders, we will ensure staff appropriate support in relation to their work.

We will further support staff as necessary, by providing an opportunity to talk through their anxieties with their line manager or other appropriate member of staff, and to seek further support as appropriate. This could include:

- Work related stress risk assessment undertaken by the line manager. The Solihull MBC health and safety team can support in the creation of a work related stress risk assessment.
- Access to the Employee Assistance Programme - CIC 0800 085 1376, [assist@cic-eap.co.uk](mailto:assist@cic-eap.co.uk), well-online.co.uk - username: sbclogin Password: wellbeing
- Referral to Occupational Health for one-to-one counselling.

In the event of a violent incident the violence and aggression at work policy <http://intranet/Coredocs/Healthandsafety/PoliciesGuidance.aspx> and risk assessment should be followed.

## Suite of Safeguarding Policies and Procedures

### Legal Clarification

Where the education provider requires legal advice, for example, in a private family law case a school may be asked to provide information or report in the context of court proceedings. In this case advice should be sought from legal services. The Solihull MBC duty legal team can be contacted by email on [legalsocialcare@solihull.gov.uk](mailto:legalsocialcare@solihull.gov.uk). If there request for legal advice is pressing or urgent, please contact the duty solicitor on 0121 704 6002/6003. There may be a charge for this service.

### Equality and Diversity

Our equality and diversity policy emphasises our inclusive approach and sets clear expectations around equality and diversity.

We are committed to promoting equality of opportunity for every pupil and equality of access to learning through a curriculum that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation, and any other form of discrimination, whilst raising awareness of these. This is reflected in:

- The organisation of learning
- Our curriculum
- Our approach to teaching and learning
- How we treat each other, including how we manage behaviour

This commitment is in accordance with the Equality Act 2010 which offers legal protection based on a number of characteristics. These protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantage because of other characteristics and factors (including political beliefs, trade union status, criminal record, employment status, social class, home address, culture, language, HIV status, or responsibility for dependents) and will work to minimise discrimination on these basis.

Equality and diversity policy:

<http://intranet/Coledocs/EqualityandDiversity/PoliciesandGuidance/EqualityandDiversityPolicy.aspx>

## **Behaviour and Anti-Bullying**

All staff are familiar with our behaviour and anti-bullying policy. This is issued at induction and revisited periodically. Our behaviour and anti-bullying policies provide clear guidance to staff, pupils and parents on rewarding positive behaviour and the use of sanctions for inappropriate behaviour.

[www.solgrid.org.uk/safeguarding](http://www.solgrid.org.uk/safeguarding)

## **Child Protection**

Our separate child protection policy sets out the education provision's approach to dealing with any child protection concerns. It includes specific safeguarding issues including sexual violence and sexual harassment, contextual safeguarding, children missing from education (which includes attendance), child sexual exploitation, honour based violence (including female genital mutilation and forced marriage), preventing radicalisation, domestic abuse, substance misuse (drugs and alcohol) and extremism and gangs, youth violence (including knife crime) and peer on peer abuse.

<http://www.solgrid.org.uk/safeguarding>

A handbook to support designated safeguarding leads in their work is available at

[www.solgrid.org.uk/safeguarding](http://www.solgrid.org.uk/safeguarding)

## **Relationships and Sex Education**

Our Relationships and Sex Education policy outlines the school approach to teaching sex and relationships education across the school and meeting the statutory responsibilities in this area.

<http://www.solgrid.org.uk/wellbeing/pshe/relationships-and-sex-education/>

## **Drug and Alcohol Education/Managing Substance Related Incidents**

Our Drug and Alcohol Education/Managing Substance Related Incidents policy outlines the school's approach to teaching about drugs and alcohol across the school and meeting the statutory responsibilities in this area. It includes our approach to managing substance related incidents.

<http://www.solgrid.org.uk/wellbeing/pshe/drug-and-alcohol-education/>

## **Looked After Children and Previously Looked After Children**

The most common reason for children becoming looked after by the local authority is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. We ensure that:

- Appropriate staff have the information they need in relation to a child's looked after legal status (this includes whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- Appropriate staff have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

- The designated safeguarding lead has the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher for looked after children is responsible for ensuring a personal education plan (PEP) is in place for each looked after child in the school, and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around educational attainment. This includes ensuring that the pupil premium plus for looked after children is appropriately allocated to meeting the aspirational objectives in the PEP. The designated teacher works in partnership with the designated safeguarding lead and the social work team of the home local authority around any safeguarding concerns and placement stability issues. The designated teacher receives appropriate training to undertake the role effectively.

The roles and responsibilities of the designated teacher [http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwj\\_iJiiofbAhVilpoKHRoCDncQFggpMAE&url=http%3A%2F%2Fwww.yor-ok.org.uk%2Fdownloads%2FVirtual%2520Schools%2FRole%2520and%2520Responsibilities%2520of%2520the%2520DT%2520for%2520LAC%2520Stat.%2520Guidance%2520Final%2520Version%252020.11.09.pdf&usq=AOvVaw1YYTVnr5xdrteWqkGd\\_hv8](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwj_iJiiofbAhVilpoKHRoCDncQFggpMAE&url=http%3A%2F%2Fwww.yor-ok.org.uk%2Fdownloads%2FVirtual%2520Schools%2FRole%2520and%2520Responsibilities%2520of%2520the%2520DT%2520for%2520LAC%2520Stat.%2520Guidance%2520Final%2520Version%252020.11.09.pdf&usq=AOvVaw1YYTVnr5xdrteWqkGd_hv8)

“A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.” (KSCIE 18, DfE paragraph 95)

## **Attendance**

We ensure all pupils attend school regularly and act swiftly to address any non-attendance and persistent absence in line with our attendance policy which can be found at <http://www.solgrid.org.uk/safeguarding>

## **Safer Recruitment and Safer Working Practice**

Education providers have a responsibility to ensure staff are safely recruited and appropriately vetted in line with their roles and responsibilities. The safer recruitment policy outlines our approach.

<http://www.solgrid.org.uk/safeguarding> and available on Solihull SMBC Human Resources website

We maintain a single central record which is reviewed by the safeguarding governor regularly. The single central record includes:

- Identity check
- Right to work in the UK check
- Disclosure and barring service check
- Barred list check
- Prohibition from teaching check
- Section 128 Check Prohibition from management check (for independent schools and academies:)
- European Community Area Check (ECAC Check)
- Overseas check
- Disqualification from childcare check request (where required)

- Uptake of two references

We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:

- The level of supervision required while on site. The level of vetting in relation to the purpose of the visit. We also have a responsibility to ensure safe working practice in our provision.

### **Staff Code of Conduct (also known as staff behaviour)**

All staff are familiar with the code of conduct. This is issued at induction and revisited periodically. Any breach of the code of conduct should be brought to the attention of the headteacher where:

- A staff member self-reports that they have breached the code of conduct.
- A staff member is concerned by the behaviour of another member of staff who has breached the code of conduct.
- It has come to the attention of a member of staff via another source that a staff member has breached the code of conduct.

<http://www.solihull.gov.uk/Portals/0/KeyStats/PublicationScheme/employeecodeofconduct.pdf>

### **Managing Allegations**

All staff are familiar with the provisions procedures for managing allegations against staff and volunteers (including governors/trustees), and the provision follows the local authority managing allegations policy.

<http://www.solgrid.org.uk/safeguarding/> and available on Solihull MBC Human Resources website.

- An allegation about a member of staff or a volunteer should be brought to the immediate attention of the headteacher.
- An allegation about the headteacher should be brought to the immediate attention of the chair of governors.
- Allegations can be brought directly to the attention of the local authority duty office.

All concerns should be recorded and a chronology of concerns kept by the case manager (headteacher or chair of governors), an example chronology is provided in [Appendix 5](#). We ensure parents are clear about how to raise a concern about a member of staff, volunteer or a pupil (e.g. details on school website, letters to parents, parent induction meetings).

The headteacher (allegation against a member of staff or volunteer) or chair of governors (allegation against the headteacher) should ensure a timely response, and as case manager, maintain oversight of allegations, including oversight of LADO referrals and ensure a timely response to any allegations raised. A template to support this is provided in [Appendix 6](#).

### **Whistleblowing**

Whistle-blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. 'Whistleblowing' is the term ordinarily used to describe the disclosure of information by an employee about malpractice that is occurring within the

organisation. This will include any illegal, immoral, irregular, dangerous or unethical activity under their employer's control. This can cover a broad range of matters, including mismanagement, bribery, fraud and health and safety failures.

The Public Interest Disclosure Act 1998 amended the Employment Rights Act 1996 to protect workers from being dismissed or subjected to a detriment because they have made a 'protected disclosure'.

Protected disclosure is information that, in the reasonable belief of the worker, tends to show that one of the following has occurred, or is occurring, or is likely to occur:

- A criminal offence
- Breach of any legal obligation
- Miscarriage of justice
- Danger to the health and safety of any individual
- Damage to the environment
- Deliberate concealing of information about any of the above

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the provision's safeguarding regime through the whistleblowing policy.

<http://www.solihull.gov.uk/Portals/0/StrategiesPlansPolicies/CorporateManagement/WhistleblowingPolicy.pdf>

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are identified in the whistleblowing policy. The NSPCC Whistleblowing Helpline has been developed to provide support to employees wishing to raise concerns over how child protection issues are being handled in their own or other organisations. The NSPCC Whistleblowing Advice Line can be reached on **0800 028 0285**. (The Home Office and Department for Education commissioned the NSPCC to manage the advice line after a firm commitment to do so was made by the Government in its Tackling CSE report in March 2015. The advice line is not intended to replace any current practices or responsibilities of organisations working with children. The helpline advisors would encourage professionals to raise any concerns about a child to their own employer in the first instance. However, the advice line offers an alternative route if whistleblowing internally is difficult or professionals have concerns around how matters are being handled.) Further advice about whistleblowing is available at [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing).

## **Domestic Abuse Workplace Policy**

Our domestic abuse workplace policy provides guidance for staff on how to act if they are concerned about domestic abuse.

[http://intranet/Portals/0/dmx/2014/file\\_20140911\\_122545\\_nhnhz\\_0.pdf](http://intranet/Portals/0/dmx/2014/file_20140911_122545_nhnhz_0.pdf)

## **Online and digital safety**

### ***Keeping children safe in education***

Our online safety policies and procedures are framed within *Keeping children safe in education* (appendix C) available at

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.

**We have a whole [school/academy/provision] approach to online and digital safety which empowers us to protect our community and educate using technology safely. We have mechanisms to identify, intervene in, and escalate any online or digital safety incident where appropriate.**

#### **Online and digital safety in the curriculum**

Online and digital safety is a focus in all areas of the curriculum and our staff reinforce safety messages throughout the curriculum. Our **online safety curriculum** is broad, relevant and provides progression, with opportunities for creative activities.

There are examples of online safety curriculum frameworks cited in KSIE (appendix C) and others are also available.

#### **Working with parents and carers**

We work with parents and carers to raise awareness of online and digital safety, including them as much as possible in this process so that parents and carers can help ensure their children are also safe at home.

#### **Online safety policy**

We have an overarching **online safety policy**, that applies to all members of the our community (staff, [students/pupils] and visitors) – *anyone* who has access to any of our digital technology systems, both inside and outside the [school/academy/provision]. *Visitors* also includes parents and carers, governors and community users.

The **South West Grid for Learning** provides a full suite of templates for school or academy online safety policies and procedures at <https://swgfl.org.uk/products-services/online-safety/resources/online-safety-policy-templates/>.

#### **Acceptable use policies**

We have **acceptable use policies** for pupils, staff and visitors. Each of these includes the sanctions that will be applied should a user fail to follow their AUP.

There are draft AUP templates available from the **South West Grid for Learning**.

#### **Filtration and monitoring**

We do all that we reasonably can to limit users' exposure to online risks when using our IT systems and we ensure we have appropriate filtration and monitoring systems in place. We take into account the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs balanced against risks. We include risk assessments as required by the Prevent Duty. We have procedures that support filtering and monitoring and also to help us deal with incidents where there has been potential misuse or inappropriate/illegal activities.

There are draft procedure templates available from the **South West Grid for Learning**.

## Use of social media

We have a **social media policy** for our **staff** which makes clear what standards are expected of anyone who works for us and uses social media. It also explains what actions will be taken when it is considered a member of staff may have breached this policy. The policy covers social media use: on behalf of school; as part of working with [students/pupils]; in their wider professional work; and in their personal life.

There are a draft social media policy template for Solihull schools and academies available from Solihull Council at <https://extranet.solgrid.org.uk/management/staffing/smbcschoolshr/SitePages/Policies%20and%20Supporting%20Documents.aspx>.

We have a **code of conduct** and a **social media policy** for our **governors** which make clear what standards are expected of governors and their use of social media. It also explains the consequences of inappropriate behaviours.

Solihull schools and academies can get draft governors' codes of conduct and social media policies from [governorservices@solihull.gov.uk](mailto:governorservices@solihull.gov.uk).

## Mobile technologies – using connected and recording devices

*These include (as examples) mobile phones, smartphones, tablets, cameras (still and video), audio recording devices, wearable technology and IOT devices.*

All mobile technology used on our premises or by our staff and [pupils/students] on [school/academy/provision] activities elsewhere is covered by our **mobile technology policy**.

[We have a separate **BYOD (bring your own device) policy** for personally-owned devices used in connection with [school/academy/provision] activities.]

There are draft templates available from the **South West Grid for Learning**.

## Media recordings – audio, image and video (including digital files)

Appropriate media recordings are taken (including [pupils/students]) to capture curriculum activities, wider activities or as celebrations of [school/academy/provision] life. We have separate guidelines that must be followed when making media recordings on our premises or as part of our activities elsewhere. However, for clarity:

- Written permission from parents or carers must be obtained before media recordings of [students/pupils] are published on the [school/academy/provision] website/social media or in the press. [DN - this consent can be incorporated in the relevant AUP]
- Staff and volunteers are allowed to take media recordings to support educational aims, but must follow [school/academy] policies concerning the sharing, distribution and publication of the media or files. Those media recordings should only be taken on [school/academy/provision] equipment unless there is prior agreement with the [headteacher/principal/proprietor].
- All [school/academy] media recordings will only be stored, edited or archived onto [school/academy] systems and equipment unless there is prior agreement with the [headteacher/principal/proprietor].

- [Pupils/Students] must not take, use, share, publish or distribute media recordings of others without their permission.

There are draft templates available from the **South West Grid for Learning**.

### **Information and data security**

We take information and data security seriously. We have a separate **data protection policy**, setting out how we comply with data protection legislation.

There is information and a draft data protection policy template for Solihull schools and academies available from

<https://extranet.solgrid.org.uk/management/ictim/infogov/SitePages/GeneralDataProtectionRegulations.aspx>.

### **Alternative Provision**

“Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment i.e. those checks that the school would otherwise perform in respect of its own staff.” (KCSIE 18, DfE)

Where we contract with an alternative provider to provide part of or all of a pupil's education, we ensure:

- The provision is a registered, (providers must be registered if five or more full time pupils are on roll, or one special education needs pupil).
- Clarity on the contract arrangements (e.g.: through a service level agreement).
- Pupils attend the provision and have clear arrangements for reporting non-attendance.
- Clear plans around behaviour, recording and reporting inappropriate or declining behaviour.
- Requirement to report of pupil achievement.
- Appropriate health and safety and safeguarding arrangements are in place
- Appropriate vetting procedures for staff, volunteers and visitors are in place

### **Site and Premises Security and Site Safety including fire risk assessment, fire drills, and first aid**

Our health and safety policy outlines our procedures in ensuring the site and premises are safe and secure.

<https://extranet.solgrid.org.uk/management/hsr/SitePages/Policies.aspx>

This includes our risk assessment procedures, including:

- The safety of staff, pupils and visitors to the school site.
- Fencing and boundary security.
- Procedures around the security of external doors (such as the external kitchen door) and access to the site.
- Storage of hazardous substances.

We ensure an annual fire risk assessment takes place and any actions are swiftly addressed. Regular fire evacuation drills take place and logged on the fire evacuation log. Any actions identified through fire evacuation drills are addressed.

We will undertake to ensure compliance with the relevant legislation with regard to the provision of first aid for pupils, staff and visitors and will make sure that procedures are in place to meet that responsibility.

### **Driving at Work**

Our driving at work policy provides staff with clear guidance on driving at work.

<https://extranet.solgrid.org.uk/management/hsr/Policies/Driving%20at%20Work%20Policy%20Schools%20June2014.pdf>

### **Educational Visits**

Our educational visits policy provides staff with guidance on planning educational visits and undertaking risk assessments.

<https://extranet.solgrid.org.uk/management/hsr/SitePages/Educational%20Visits.aspx>

### **Emergency Advice and Support for Educational Establishments (EASEE)**

Incidents and emergencies can occur at any time. Our education settings and young people are not immune from such incidents and often the impact of an incident can have far reaching effects in the wider community. For this reason we have utilised the 'Emergency Advice and Support for Educational Establishments' (EASEE) guidance and produced: school Emergency and Business Continuity Plan templates and used EASEE guidance material to plan for a range of critical incidents.

(EASEE guidance is available from the CSW Resilience Team Sub-Regional website. Please follow this link:

<http://cswprepared.org.uk/>

This includes emergency school lockdown procedure guidance and bomb and suspicious package information.

### **Procedures for uncollected children**

In the event of a child not being collected at the end of the school day, every effort should be made by the school to contact the parents and emergency contacts. In the event that contact with parents and emergency contacts cannot be established and the child remains uncollected, the police should be contacted.

If non-collection or late collection is a regular occurrence, early help should be offered by the school in the first instance through a formal meeting with parents. If the situation does not improve, engagement with the early help service or a referral to Solihull multi-agency safeguarding hub (MASH) might be considered if a wider picture of neglect is emerging. The child protection policy should be followed in such an event.

### **Complaints**

Our procedures for dealing with complaints are clearly set out in our complaints policy and are available to parents via the school website. In the first instance we work to resolve any misunderstanding or concern.

<http://www.solgrid.org.uk/safeguarding>

The local authority can provide an additional stage to review how schools have followed their own procedures in accordance with their provisions. Further advice can be sought through head of audit services on 0121 704 6282. This service is chargeable.

Guidance on dealing with persistent and unreasonable complainants is available at <http://www.solgrid.org.uk/safeguarding>

## **Barring of individuals from school premises**

On extremely rare occasions, school leaders do need to seek to bar a person from the school site. The DfE (2012 advice on school security: access to and barring from school premises) should be followed.

<https://www.gov.uk/government/publications/school-security>

Legal advice should always be sought. A model letter is provided in Appendix 4

## **Pupils with Special Educational Needs and Disabilities**

Pupils with special educational needs and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being proportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

To address these additional challenges schools and colleges should consider extra pastoral support for pupils with SEN and disabilities.

The special education needs co-ordinator works closely with the designated safeguarding lead and medicines in schools lead to ensure vulnerable pupils are safeguarded.

## **The Use of Reasonable force**

We recognise that it is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument / piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place. Advice on the use of reasonable force in schools is provided in the document Use of Reasonable Force in Schools (DfE 2015).

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Behaviour and Discipline in Schools (DfE, January 2016), advice for headteachers and school staff states:

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Additional local guidance includes:

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (Circ. LEA/0242/2002) <http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>; and
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Circ. LEA/0264/2003) [http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties\\_2003.pdf](http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties_2003.pdf) .
- The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders applies to all special education provision settings.
- Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the governing body / trust board / management board / proprietor (delete as appropriate) to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

There is separate guidance on the use of force by staff in Further Education colleges [www.aoc.co.uk](http://www.aoc.co.uk) and applies to education provision pupils who receive some of their education in an FE college.

“The DfE believes that the adoption of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognize the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behavior support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers,

schools and colleges can reduce the occurrence of challenging behavior and the need to use reasonable force.” (KCSIE 2018, DfE, paragraphs 104 and 105).

## **Medicines in School/Supporting Pupils with Medical Conditions**

This school is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school. All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils. Further information can be found in our Medicines in School Policy at <http://www.solgrid.org.uk/wellbeing/medicines/>

It is important that the lead for medicines in schools works closely with the designated safeguarding lead and the special education needs co-ordinator to ensure appropriate information is shared to safeguard pupils.

## **Intimate Care**

The Governing Body recognises its duties and responsibilities in relation to the Equality Act 2010 which requires that any pupil with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against.

The SMBC Intimate Care policy guidance is [The intimate care is available at http://www.solgrid.org.uk/safeguarding/](http://www.solgrid.org.uk/safeguarding/)

The FGM Pathway within the Designated Safeguarding Lead Handbook will also be of relevance with regards to schools' mandatory duties around reporting FGM.  
<http://www.solgrid.org.uk/safeguarding/>

## **Other Providers Operating on Education Provision Site (Lettings and Contracted Arrangements)**

Where other providers operate on the school site, through lettings or contracted arrangements, the school should ensure that robust safeguarding procedures are in place. A separate lettings agreement checklist is provided in [Appendix 2](#).

Further guidance is available via NSPCC website.

**“Are they safe? A guide to safeguarding in England for leaders of groups in the voluntary and community sector”.**

[https://www.nspcc.org.uk/services-and-resources/research-and-resources/2017/are-they-safe/?utm\\_source=Adestra&utm\\_medium=email&utm\\_content=Are%20they%20safe%3F%3A%20a%20safeguarding%20guide%20for%20group%20leaders%20in%20the%20voluntary%20and%20community%20sector%20working%20with%20children%20and%20young%20people%20aged%200-18.&utm\\_campaign=nitl-newsletter](https://www.nspcc.org.uk/services-and-resources/research-and-resources/2017/are-they-safe/?utm_source=Adestra&utm_medium=email&utm_content=Are%20they%20safe%3F%3A%20a%20safeguarding%20guide%20for%20group%20leaders%20in%20the%20voluntary%20and%20community%20sector%20working%20with%20children%20and%20young%20people%20aged%200-18.&utm_campaign=nitl-newsletter)

**“Briefing for Schools: Organising safe sporting events”**

[https://www.nspcc.org.uk/globalassets/documents/information-service/briefing-for-schools-organising-safe-sporting-events.pdf?utm\\_source=Adestra&utm\\_medium=email&utm\\_content=Briefing%20for%20schools%3A%20organising%20safe%20sporting%20events.&utm\\_campaign=nitl-newsletter](https://www.nspcc.org.uk/globalassets/documents/information-service/briefing-for-schools-organising-safe-sporting-events.pdf?utm_source=Adestra&utm_medium=email&utm_content=Briefing%20for%20schools%3A%20organising%20safe%20sporting%20events.&utm_campaign=nitl-newsletter)

## Evaluating and Monitoring Process

Our Safeguarding Policy will be monitored and evaluated by:

- Line management and task management of staff.
- Audits of safeguarding records.
- Discussions with staff involved in safeguarding work.
- Pupil surveys, questionnaires and evidence of the pupil voice in safeguarding work.
- Scrutiny of data sets.
- Scrutiny of range of risk assessments and information (including attendance, bullying logs, behaviour records, health and safety risk assessments, fire risk assessment, educational visit risk assessment, safer recruitment information, to ensure a coordinated approach).
- Review of parental concerns and parent questionnaires.

### Success Criteria:

1. Staff, when questioned feel confident that they know what to do, or who to contact, when they have safeguarding concerns.
2. Scrutiny of safeguarding records confirms that safeguarding procedures set out in this policy are being consistently followed.
3. Staff, when questioned believe that safeguarding procedures set out in the policy are being consistently followed throughout the education provision.
4. Content of the policy remains up to date with reference to relevant legislation and local guidance.
5. Safeguarding action plan ([Appendix 7](#)) implementation, monitoring, evaluation and impact.
6. School self-evaluation activity including local authority safeguarding compliance procedures.

## APPENDIX 1: Governors' Safeguarding Responsibilities Checklist

### KCSIE Governing Body / Proprietor responsibilities from KCSIE (September 2018)

Statement	Evidence
<b>Legislative Frameworks</b>	
Governing bodies and proprietors: <ul style="list-style-type: none"><li>• Must ensure that they comply with their duties under legislation, having regard to Keeping Children Safe in Education (2018), to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times</li></ul>	

Statement	Evidence
<ul style="list-style-type: none"> <li>Should have a senior board level (or equivalent) lead to take <b>leadership</b> responsibility for their schools or college's safeguarding requirements</li> </ul>	
<b>Multi-agency working</b>	
<p>Government bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2015. This includes:</p> <ul style="list-style-type: none"> <li>working with social care, the police, health services and other services to promote the welfare of children and protect them from harm.</li> <li>providing a co-ordinated offer of early help when additional <b>needs</b> of children are identified.</li> <li>contributing to inter-agency plans to provide additional support to children subject to child protection plans.</li> <li>allowing access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.</li> </ul>	
<p>Governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). This should include understanding and reflecting local protocols for assessment and the LSCB's threshold document along with supplying information as requested by the LSCB.</p>	
<b>Information sharing</b>	
<p>As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between professionals and local agencies in line. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information in:</p> <ul style="list-style-type: none"> <li>Working together to safeguard children (DfE 2015).</li> <li>Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE). (the seven golden rules for sharing information on page 4 are particularly helpful)</li> </ul>	
<p>Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information <b>cannot</b> be allowed to stand in the way of the need to promote the welfare and protect the safety of children.</p>	
<p>When children leave the school/college, the designated safeguarding lead ensures their child protection file is</p>	

Statement	Evidence
<p>transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained (see model child protection policy guidance). For schools, this should be transferred separately from the main pupil file.</p> <p>Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENDOs or the named person with oversight for SEN in a college, are aware as required.</p> <p>In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.</p>	
<b>Safeguarding Policies and procedures</b>	
<p>Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguarding and promote children's welfare. This includes:</p> <ul style="list-style-type: none"> <li>• an effective child protection policy which should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.</li> <li>• an overarching safeguarding policy</li> <li>• a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include-staff/pupil relationships and communications including the use of social media.</li> <li>• Governing bodies and proprietors should take a proportionate and risk based approach to the level of information that is provided to temporary staff and volunteers – this should be specified in the safer recruitment policy.</li> <li>• managing allegations policy</li> <li>• staff code of conduct</li> <li>• pupil behaviour policy</li> </ul>	
<p>Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future. Holding more than one emergency contact number for each pupil or student</p> <ul style="list-style-type: none"> <li>- Adhering to DfE statutory guidance on children missing education link College information and link (p.17) Missing children and adults strategy link (p17)</li> </ul>	

Statement	Evidence
Headteachers and principals should ensure that the policies and procedures adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.	
<b>The Designated Safeguarding Lead</b>	
<p>Governing bodies and proprietors should appoint a senior member of staff of the school's or college's leadership team to the role of designated safeguarding lead.</p> <p>The designated safeguarding lead (DSL) should take <b>lead responsibility</b> for safeguarding and child protection. This should be explicit in the role-holder's job description in line with Annex B of KCSIE (2018).</p> <p>The DSL is trained in line with LSCB requirements and attends the education safeguarding conference at least bi-annually.</p> <p>Deputy DSL's are trained to the same standard as the DSL.</p> <p>The ultimate <b>lead</b> responsibility for safeguarding and child protection sits with the DSL. This responsibility should not be delegated.</p> <p>The DSL and any deputies should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children (2015).</p> <p>The DSL and/or a deputy should always be available to staff (during school or college hours) for staff to discuss any safeguarding concerns.</p> <p>Adequate and appropriate DSL cover arrangements should be made for any out of hours/out of term activities.</p> <p>In addition to formal training, their knowledge and skills should be updated, (for example via e-bulletins, annual LA DSL conference, taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up to date with developments relevant to their role.</p>	
<b>Staff Training</b>	
Governing bodies and proprietors should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with advice from the LSCB.	
All staff members should receive regular safeguarding and child protection updates (e.g.: via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.	
Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and	

Statement	Evidence
managing safeguarding concerns on a daily basis. Opportunity should be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.	
<b>Online safety</b>	
It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. (See Annex C KCSIE 2018).	
<b>Opportunities to Teach Safeguarding</b>	
<p>Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.</p> <p>This may include covering relevant issues through Relationships and Sex Education (SRE), tutorials (in colleges) and/or where delivered, through personal, social health and economic (PSHE) education.</p>	
Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.	
<b>Inspection</b>	
<p>Governor/proprietor awareness of the following and compliance to these:</p> <p>The assessment of the quality of leadership and management made during an Ofsted inspection includes an assessment of the effectiveness of the safeguarding arrangements. (School Inspection Handbook, April 2018, Ofsted).</p> <p>Ofsted document “Inspecting safeguarding in early years, education and skills settings” (August 2016).</p> <p>Independent schools not inspected by Ofsted: School Inspection Service and Independent Schools Inspectorate</p>	
<b>Safer Recruitment</b>	
<p>In line with part three of KCSIE 2018, governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.</p> <p>The education provision should have written recruitment and selection policies and procedures in place.</p> <p>A single central record should be maintained by the school (in</p>	

Statement	Evidence
<p>line with LA guidance), which is overseen by the headteacher, and regularly checked by the chair of governors.</p> <p>School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training. Governing bodies should choose appropriate training in line with guidance from the LSCB. The training should cover as a minimum, the content of Part 3 KCSIE 2018.</p>	
<b>What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children (Allegations of Abuse Made Against Teachers and Other Staff)</b>	
<p>Governing bodies and proprietors should ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff. Such allegations should be referred to the designated officer(s) at the local authority by the appropriate person in line with Part Four Keeping Children Safe in Education 2018.</p> <p>A written record of any allegations and a chronology should be maintained by the case manager (see appendices 5 and 6 of the safeguarding policy guidance).</p> <p>There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. <b>This is a legal duty and failure to refer when the criteria are met is a criminal offence.</b> (paragraph 153, KCSIE 2018, Part 3.)</p>	
<b>Peer on Peer Abuse (Allegations of Abuse Made Against Other Children)</b>	
<p>Staff should recognise that children are capable of abusing their peers, and be clear on their school or colleges policy and procedures with regard to peer on peer abuse</p> <p>Governing bodies and proprietors should ensure their child protection policy includes:</p> <ul style="list-style-type: none"> <li>- procedures to minimise the risk of peer on peer abuse</li> <li>- how allegations of peer on peer abuse will be investigated and dealt with <ul style="list-style-type: none"> <li>- Clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported</li> <li>- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”</li> <li>- recognition of the gendered nature of peer on peer abuse (ie: it is more likely that girls will be victims and boys perpetrators), but all peer on peer abuse is unacceptable and will be taken seriously; and</li> <li>- the different forms peer on peer abuse can take, such</li> </ul> </li> </ul>	

Statement	Evidence
<p>as:</p> <ul style="list-style-type: none"> <li>- sexual violence and sexual harassment (Part 5 KCSIE 18)</li> <li>- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm sexting (also known as youth produced sexual imagery): the policy should include the school's approach to it. Links searching screening and confiscating advice and advice for schools and colleges on responding to sexting incidents The DfE provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges. <a href="http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/pornography-and-the-sharing-of-sexual-imagery/">http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/pornography-and-the-sharing-of-sexual-imagery/</a></li> <li>- initiation/hazing type violence and rituals</li> </ul>	
<b>The Child's Wishes</b>	
<p>Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately all systems and processes should operate with the <b>best</b> interests of the child at their heart.</p>	
<b>Boarding Schools, Children's Home and Host Families</b>	
<p>Boarding schools, residential special schools and children's homes have additional factors to consider with regards to safeguarding. Schools and colleges that offer residential accommodation and/or are registered as children's homes should be alert to inappropriate pupil relationships and the potential for peer on peer abuse, particularly in schools and colleges with a significant gender imbalance. (See KCSIE 2018, Annex D).</p> <p>Such schools and colleges should also be alert to pupil relationships and the potential for peer abuse particularly in schools and colleges with a significant gender imbalance.</p>	
<b>Looked After Children (including the designated teacher and the role of local authority Virtual school headteachers)</b>	
<p>The most common reason for children becoming looked after (by a local authority) is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that:</p> <ul style="list-style-type: none"> <li>• Staff have the skills, knowledge and understanding necessary to keep looked after children safe.</li> <li>• Appropriate staff have the information they need in</li> </ul>	

Statement	Evidence
<p>relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.</p> <ul style="list-style-type: none"> <li>• They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her</li> <li>• The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.</li> </ul> <p>A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.</p>	
<p>Governing bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after.</p> <p>Designated teachers are also responsible for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.</p> <p>The designated teacher must have appropriate training and the relevant qualifications and experience.</p>	
<p>Local Authority virtual school headteachers manage pupil premium funding plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher for looked after children should work with the virtual school head (or their team, this is the LACES team in Solihull) to discuss how that funding can be best used to support the progress of looked after children and previously looked after children in the school and meet the needs identified in the child's personal education plan.</p> <p>Statutory guidance link:-  <a href="http://www.gov.uk/government/collections/statutory-guidance-schools#looked-after-children">www.gov.uk/government/collections/statutory-guidance-schools#looked-after-children</a></p>	
<b>Care Leavers</b>	
<p>Designated safeguarding leads should have details of the local authority Personal Adviser appointed to guide and support the care leaver, and should liaise with them as</p>	

Statement	Evidence
necessary regarding an issues of concern affecting the care leaver	
<b>Children with special educational needs and disabilities</b>	
<p>Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:</p> <ul style="list-style-type: none"> <li>• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.</li> <li>• The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.</li> <li>• Communication barriers and difficulties in overcoming these barriers.</li> </ul>	
<b>The use of 'reasonable force' in schools and colleges</b>	
Governors should ensure that there is clarity in the understanding of the term 'reasonable force' and its use in education provisions. (paragraphs 103, 104 and 105 KCSIE 18)	

## APPENDIX 2: Lettings Checklist for Providers using the School Site

**Name of School Providing the Letting:** .....

**Name of provision letting (name and signature):** .....

**Agency/Sector (e.g.: education, early years, childcare, over 8 years play work, health):** .....

**Owner of Provision (name and signature):** .....

**Manager of Provision (name and signature):** .....

### Confirmation of Safeguarding Arrangements for Letting Agreements

Designated Member of Staff for Child Protection	YES	NO
Name of Designated Member of Staff		
Designated member of staff has attended the Solihull Safeguarding Board training for designated members of staff for child protection (module 2 multi-agency working, and CSE, Early Help and Neglect modules). In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
All staff, volunteers, committee members and students have been trained in safeguarding awareness which focuses strongly on child protection and is refreshed on a three year basis. In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
Have all staff read and understood Chapter 1 of Keeping Children Safe in Education (2018)?	YES	NO
Does the setting have clear procedures for vetting visitors and a visitor record book for signing in and out?	YES	NO
Does the setting have an effective child protection policy and procedures in place (including a clearly mapped referral process and clear escalation process) which has been shared and read by all staff?	YES	NO
Are there procedures in place to ensure new staff / volunteers / committee members <ul style="list-style-type: none"> <li>Are inducted to the child protection policy and procedures by the Designated Member of staff for child protection?</li> <li>Receive child protection awareness training within 12 weeks of appointment?</li> </ul>	YES	NO
Are staff and leaders clear on how to act in the event of specific safeguarding concerns (page 12 Keeping Children Safe in education 2016), particularly how to act to safeguard pupils who are at risk of or experiencing child sexual exploitation (CSE), peer on peer abuse (including bullying, physical abuse, sexual violence and sexual harassment, sexting, initiation/hazing type violence and rituals), contextual safeguarding, missing children, female genital mutilation (FGM) and radicalisation or violent extremism?	YES	NO
Does the provision have an up to date safer recruitment policy and procedures which are applied to every appointment?	YES	NO

Has the chair of each recruitment panel attended safer recruitment training in line with Solihull LSCB requirements?	YES	NO
Does the setting maintain a single central record for all staff, the manager and the owner, which confirms that they are suitable to work with children – including a relevant qualifications check and children’s workforce DBS check (in line with SMBC model SCR?	YES	NO
Have relevant staff been asked the question around childcare disqualification and have leaders taken appropriate action?	YES	NO
Does the provision have a managing allegations policy and procedures in place which are understood by <u>all</u> including dealing with allegations against the manager/owner?	YES	NO
Have leaders who manage allegations against staff read chapter 4 of keeping children safe in education (2018)?	YES	NO
Have leaders involved in managing allegations attended LSCB managing allegations training?	YES	NO
Does the provision have a whistleblowing policy and procedures in place which is clearly understood by all?	YES	NO
Does the provision have a health and safety policy and clear risk assessments in place?	YES	NO
Have all staff attended health and safety awareness training?	YES	NO
Does the provision have clear fire evacuation procedures and regular fire drill practice?	YES	NO
Is the provision registered with Solihull environmental health? Do staff receive appropriate environmental health training (eg: food handling)?	YES	NO
Does the provision have clear confidentiality procedures in place including secure storage of confidential information?	YES	NO
Does the provision have an e-safety policy and protocols to ensure the safety of children and young people?		
Has your club/organisation achieved Clubmark status?	YES  If yes, when?	NO
If no, is your club/organisation working towards Clubmark?	YES	NO
Is your club/organisation affiliated to a governing body?	YES If yes, please state which governing body	NO
Does your club/organisation access any local forums?	YES Please state	NO
Further guidance via NSPCC website: <b>“Are they safe? A guide to safeguarding in England for leaders of groups in the voluntary and community sector”</b> . <a href="https://www.nspcc.org.uk/services-and-resources/research-and-resources/2017/are-they-safe/?utm_source=Adestra&amp;utm_medium=email&amp;utm_content=Are%20they%20safe%3F%3A%20a%20safeguarding%20guide%20for%20group%20leaders%20in%20the%20voluntary%20and%20community%20sector%20working%20with%20children%20and%20young%20people%20aged%200-18.&amp;utm_campaign=nitl-newsletter">https://www.nspcc.org.uk/services-and-resources/research-and-resources/2017/are-they-safe/?utm_source=Adestra&amp;utm_medium=email&amp;utm_content=Are%20they%20safe%3F%3A%20a%20safeguarding%20guide%20for%20group%20leaders%20in%20the%20voluntary%20and%20community%20sector%20working%20with%20children%20and%20young%20people%20aged%200-18.&amp;utm_campaign=nitl-newsletter</a>		

<p><b>“Briefing for Schools: Organising safe sporting events”</b></p> <p><a href="https://www.nspcc.org.uk/globalassets/documents/information-service/briefing-for-schools-organising-safe-sporting-events.pdf?utm_source=Adestra&amp;utm_medium=email&amp;utm_content=Briefing%20for%20schools%3A%20organising%20safe%20sporting%20events.&amp;utm_campaign=nitl-newsletter">https://www.nspcc.org.uk/globalassets/documents/information-service/briefing-for-schools-organising-safe-sporting-events.pdf?utm_source=Adestra&amp;utm_medium=email&amp;utm_content=Briefing%20for%20schools%3A%20organising%20safe%20sporting%20events.&amp;utm_campaign=nitl-newsletter</a></p>		
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### APPENDIX 3: Example of staff child protection induction and training record

Staff and volunteers Names	Role – (eg: Headteacher, Teacher, Teaching Assistant, CAFSW, Learning Mentor, Lunchtime Supervisor, Cleaner, Governor, Volunteer	Read and understood Keeping Children Safe in Education 2016 Chapter 1	Read and understood Child Protection Policy	Read and understood safeguarding policy	Child Protection Awareness Training and other updates.	Designated Safeguarding Lead multi-agency LSCB Training	Designated Safeguarding Lead Conference and other updates	Managing Allegations	Safer Recruitment	Preventing Radicalisation Train the Trainer	Preventing Radicalisation WRAP 3,	CSE Awareness	CSE LSCB Training / Conference	FGM Awareness	Forced Marriage Awareness	Child on child abuse (also called peer on peer abuse) update	Children Missing from Education Awareness	Drugs and Alcohol, including Parental Substance Misuse	Domestic Abuse Train the Trainer	Domestic Abuse Awareness

Staff and volunteers Names	Role – (eg: Headteacher, Teacher, Teaching Assistant, CAFSW, Learning Mentor, Lunchtime Supervisor, Cleaner, Governor, Volunteer	Health and Safety Awareness	Fire Awareness	Stress at Work Awareness	First Aid Training (Paediatric/first aid at work)	Epipen/Asthma Awareness	Administration and Storage of Medication	Contextual safeguarding update to staff	Child on child sexual violence and sexual harassment update to staff										

#### **APPENDIX 4: Barring an individual from a school site (model letter)**

Dear

Following discussions with the head teacher, xxxx, at xxxx, I am writing to inform you that from (insert date) until (insert date) (in the first instance), you are not allowed to enter the school premises and site.

This is in accordance with Section 547 of the Education Act 1996 because .....

The Local Education Authority and School have a duty to ensure the health and safety of staff and pupils, and this will be achieved if you do not enter the school site.

For the duration of this decision you may bring your child/children to school and collect at the end of the school day, but you must not go beyond the school gate. Arrangements have been made for your child/children to be collected, and returned to you, at the school gate by a member of staff.

The School and Local Authority will review this decision at the end of ..... The withdrawal of permission for you to enter the school premises takes effect straightaway. However, I still need to decide whether it is appropriate to confirm this decision. Before we do so, I wish to give you an opportunity to give me in writing any comments of your own in relation to this incident. These comments may include any expressions of regret on your part and any assurances you are prepared to give about your future good conduct.

Yours faithfully

**APPENDIX 5: Chronological Record of Actions – Allegations against Employees**

Name of Employee:

Job Title:

Name of Manager overseeing investigation:

(This form is to assist with recording activity and discussions in relation to the case and ensuring planned actions/responsibilities are recorded.)

Date	Record of activity	Action to be taken	Comments

**APPENDIX 6: Referrals to the Local Authority Duty Officer (LADO):**

**Please ensure any minutes from POT or similar meeting are received within 15 days (note below) and any actions followed up.**

Name of Member of Staff or Volunteer	Date concern raised with LADO	Outcome	Date case closed with LADO	Learning for school.

APPENDIX 7: Model Safeguarding Action Plan

Safeguarding Action Plan: Academic Year 2016/17				
What?	Who?	How/When?	Evaluation	Impact