



**Thistly Meadow Primary School
SAFEGUARDING POLICY
(SEPTEMBER 2020)**

Approved by Governors (date)

Signed on behalf of the Governing Body

Chair of Governors

Thistly Meadow Primary School

SAFEGUARDING POLICY

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Named staff and contacts

- Designated Safeguarding Lead (DSL) for Child Protection: Colin Bowpitt
- Deputy Designated Safeguarding Leads:
 - Sarah Jarowicki Deputy Head teacher
 - Kirsty Smith, Assistant Head teacher
 - David Hill, KS1 Lead
 - Nicky Wilson, SENCO
- Prevent Single Point of Contact (SPOC): Colin Bowpitt
- Designated teacher for children in care: Colin Bowpitt
- Nominated Safeguarding Governor: Neil Parry

Safeguarding and Improvement Unit contacts

Head of Service - Safeguarding and Performance Service

Kelda Claire 0116 3059084 /07507 686100

Local Authority Designated Officer (LADO) / Allegations:

Kim Taylor/Lovona Brown 0116 305 7597 email: CFS-LADO@leics.gov.uk.

Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 305 7317

First Response Children's Duty (Tier 4 Same Day referrals)

Telephone	0116 3050005
Email	childrensduty@leics.gov.uk
Address	First Response Children's Duty Room 100b County Hall Championship Way Glenfield LE3 8RF

All other referrals including Early Help (Children & Family Wellbeing) Service

<http://lrsb.org.uk/childreport>

Early Help queries and Consultation Line 0116 3058727

1 Introduction

1.1 Thistly Meadow Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2020 and "*Working Together to Safeguard Children*", 2018.
- the Leicestershire and Rutland Local Safeguarding Partnership – Multi-Agency Safeguarding Arrangements

1.3 There are four main elements to our Safeguarding/Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all adults in school. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

1.5 Extended school activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and

procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

2 Safeguarding Commitment

2.1 For the purposes of this policy, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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.

2.2 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.3 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship/Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn to for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded in the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.
- Staff and volunteers will be required to sign an annual declaration to confirm there has not been any change to their circumstances. Any failure to declare changes that are later revealed may be subject to disciplinary action.

2.4 Safeguarding in the Curriculum

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum

- Bullying/Cyber bullying
- Drugs, alcohol and substance misuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)
- Online safety
- Stranger danger
- Fire and water safety
- Road safety
- Domestic abuse
- Healthy relationships/consent
- Honour Based Abuse issues e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6)
- Sexual exploitation of children (CSE), including online
- Child criminal exploitation (CSE) including online
- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Governing Body

In accordance with the Statutory Guidance *“Keeping children safe in education”* September 2020, the Governing Body will ensure that: -

- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head teacher, nominated Governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training.

- There are procedures for dealing with safeguarding concerns and allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The DSL undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding e-briefings etc.
- The Head teacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated (at least annually, and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education, the pupil Behaviour Policy and how to respond if children go missing). The Local Authority Induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction and Annex A from 'Keeping Children Safe in Education' September 2020 is provided to all staff working directly with children.
- Staff will be required to complete an online Safeguarding module when they commence their employment.
- Volunteers that assist in school on a regular basis (not single trips or day visits) will also be required to complete the module. Governors that undertake regular school visits and projects with pupils will also be required to complete the module.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any safeguarding concerns or allegations of abuse made against the Head teacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings May 2019" (supplemented by the COVID-19 Addendum April 2020). Information is provided to

the Local Authority (on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.

- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the DSL and provide compliance/monitoring reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency (e.g. Supporting Leicestershire Families). Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

3.3 Head teacher

The Head teacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the LADO
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285)
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children and Family Specialist Services) or the Police.

3.4 Designated Safeguarding Lead

The responsibilities of the DSL are found in Annex B of “Keeping children safe in education” and include:

- Acting as a point of contact and the provision of information to the Safeguarding Children Partnership on safeguarding and child protection.

- Liaising with the Head teacher about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaising with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and Referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed).
- Referral of cases to the Channel programme (through the local police Prevent Engagement Team) where there is a radicalisation concern.
- Acting as a source of support, advice and expertise within the school and liaising with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral, by liaising with relevant agencies.
- To attend and contribute to child protection conferences and other multi-agency safeguarding meetings when required.
- Being alert to the specific needs of vulnerable children, especially those with a social worker, special educational needs, a disability and young carers, and promote their educational outcomes by sharing relevant information with teachers and leaders about welfare, safeguarding and child protection issues.
- Ensuring each member of staff has access to and understands the school's safeguarding/child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection, the pupil behaviour policy, children who go missing and staff behaviour. Staff will be trained to recognise, record and report any concerns immediately they arise and will be provided with Part 1 of "Keeping children safe in education" and Annex A to those working directly with children.
- Keeping detailed, accurate and secure written records of concerns, actions and referrals; this will be via the CPOMS secure online safeguarding system
- Obtaining access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Where children leave the school, ensuring their child protection file is passed to the DSL and signed for in the new school/college as soon as possible (best practice is in a face to face meeting) – this will be in advance of the pupil arriving where specific on-going support is required.

- Maintaining and monitoring secure child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

4 Records, Monitoring and Transfer

4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concern are recorded and passed to the DSL electronically using CPOMS, a secure online safeguarding system maintained with a secure audit trail and encrypted access. Access to this system is provided for all teachers and some support staff as determined by the Head teacher. Staff without access to CPOMS will provide a written statement to the DSL or Deputy DSLs. The DSL is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

4.2 Records relating to actual or alleged abuse or neglect are entered via CPOMS and stored apart from the normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

4.3 Child protection records are stored securely, with access confined to specific staff, e.g. DSL and (and relevant deputies) and the Head teacher.

4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarising case activity and significant events in the child’s file, helps to enable effective monitoring. Any actions taken are clearly indicated.

4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a DSL in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named DSL and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police should be copied. For other schools that use CPOMS a transfer request will appear on the dashboard for the records to be authorised for transfer to the new school, once the child is on roll at the new school.

5 Support to pupils and school staff

5.1 Support to pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. It is therefore important that staff recognise mental health concerns. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online) will be considered by staff, particularly the DSL and deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance 'Keeping Children Safe in Education 2020'.

5.2 Peer on Peer Abuse

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, 'upskirting', initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. However, peer on peer abuse is more likely to be perpetrated by boys on girls. There are a number of school and local authority or Safeguarding Children Partnership guidances and policies to address these concerns including the pupil Behaviour Policy, Anti-Bullying Policy, E-safety Policy and "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance) and DfE guidance "Sexual violence and sexual harassment between children in schools and colleges"

Where an incident has occurred or specific risks are identified, a formal risk assessment will be undertaken in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Appropriate support will be offered to both the alleged victim and the child or young person accused and a referral to any relevant outside agency will be

made e.g. Police/Social Care. Procedures are detailed in the linked school policies mentioned above.

5.3 Sexting

This school will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case by case basis.

The key points being: -

- Inform the Head teacher/DSL as soon as possible
- Support the children involved as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation, blackmail or the deliberate targeting of a vulnerable student, inform the police

5.4 Sexual violence and sexual harassment

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or 'jokes' and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. 'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing in order to obtain sexual gratification or cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be victims of sexual violence and harassment and boys are more likely to be perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

Curriculum

Planned PHSE and Relationships Education, Relationships and Sex Education and Health Education will include a number of safeguarding issues as set out in the DfE statutory guidance. This will be appropriate to pupil's age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Responding to an incident

- The school will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges' May 2018.
- Relevant staff will liaise with the police, social care and parents as appropriate.
- Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.

5.5 Children Missing (including absence from schools)

Our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that children go missing this is a sign that they have been targeted by perpetrators Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

5.6 Child sexual exploitation

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of sexual abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go

missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

5.7 So-called 'honour-based' abuse

(HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and concerns will be passed to the DSL for onward referral as required.

5.8 Private Fostering arrangements

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the DSL so that a referral to the Children's Social Care for a safety check can be made. (A close relative includes step-parent, grandparents, uncle, aunty or sibling)

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

5.10 Support for Staff

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

6 Working with parents/carers

The school will:

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

7 Other Relevant Policies

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Authorised acceptable use
- Educational visits
- Equal Opportunities
- e-Safety
- Health and Safety
- Pupil Overarching Behaviour (including Anti-bullying and Cyber-bullying)
- Parent Code of Conduct
- Positive Handling
- Preventing extremism and radicalisation
- Relationships Education, Relationships and Sex Education and Health Education
- Site Security
- Special Educational Needs and Disabilities
- Staff Code of Conduct
- Supporting pupils with Medical Conditions including the Administration of Medicines
- Work Experience

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

8 Recruitment and Selection of Staff

8.1 The school's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2020, Part Three: Safer recruitment*.

8.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns i.e. about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher, manager or governor) who has undertaken safer recruitment training.

8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

This policy is reviewed at least annually by the governing body.

APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
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A. General

- 1) The Leicestershire and Rutland Safeguarding Children Partnership Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk) The DSL is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) An incident of what has been disclosed must be logged on to CPOMS (if a permitted user) or a record, dated and signed (including the day), must be made as to what has been disclosed or noticed and report to the DSL in school. This will be uploaded to CPOMS.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
 - 2) As soon as possible log what has been disclosed on to CPOMS (if a permitted user) or write a dated (including the day), timed and signed note of what has been disclosed or noticed, said or done and report to the DSL in the school.
 - 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Head teacher must be informed.
 - 4) If the safeguarding concern or allegation is about the Head teacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO).
1. If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) CPOMS will maintain an online case which will hold a record of communications and actions that is secured and encrypted (see section on Records, Monitoring and Transfer). This will produce a chronology of case activity.
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response Professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using sexually abusive behaviour, also refer to the separate guidance, 'Guidance for schools working with children who display harmful sexual behaviour' (Leicestershire LA Guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a

member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEAD TEACHERS), SUPPLY TEACHERS AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2020 (part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers)

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. As soon as possible log what has been disclosed on to CPOMS (if a permitted user) or write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Head teacher.
- iii. Pass on the written record.
- iv. If the allegation or safeguarding concern is about the conduct of the Head teacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO) Safeguarding and Improvement Unit as soon as possible.)

2) Head teacher (or Chair of Governors)

- i. If there is no written record, log what has been disclosed on to CPOMS (if a permitted user) or write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.

- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- iv. Report to First Response Children's Duty if the Allegations Manager so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager (LADO)
 - Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers)
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action
 - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome

APPENDIX 3

Early Years Foundation Stage (EYFS)* Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students).
- Work Experience students will be advised of the school's policy as part of their induction procedures and will sign their Work Experience Agreement.
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas.
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices. Exceptionally, photographs may be taken on personal devices with the Head teacher's consent or at external events, activities or trips; these must be put on the school server or school social media as soon as possible and deleted from the device immediately.
- During school outings staff will be permitted to use the school mobile (if held) or their personal mobile for emergency or contact purposes only. These numbers must not be disclosed to parents.
- All telephone contact with parents or carers must be made on the school phone and the school's behaviour recording system OTrack or CPOMS updated if appropriate.
- Parents or carers are permitted to take photographs of their own children during a school production or event. School policy requires that photos of other people's children are not published on social networking sites such as Facebook, Twitter etc. (see policy Parent Code of Conduct).

**As required by the EYFS Framework*

APPENDIX 4

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the DSL who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

APPENDIX 5

Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	Yes	Published on school website.
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	Staff undertake Channel training, National Counter Terrorism unit. Liaison with agencies as required.
Have staff received appropriate training?	Yes	Safeguarding file.
Has the school got a trained Prevent Lead?	Yes	Colin Bowpitt.
Do staff know who to discuss concerns with?	Yes	Notice in staff room.
Is suitable filtering of the internet in place?	Yes	Schools Broadband – included.
Do children know who to talk to about their concerns?	Yes	PSHE curriculum.
Are there opportunities for children to learn about radicalisation and extremism?	Yes	PSHE curriculum.
Have any cases been reported?	No	No.
Are individual pupils risk assessed?	Yes	If required.
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		Some parents supporters of right wing groups.
<p>Comment on the school's community, locality and relevant history: Mixed population, predominantly White British, small ethnic percentage. Low deprivation. Predominantly Christian places of worship in the immediate vicinity. Awareness of some parents' far right support. Very small number of children withdrawn from RE. Parent receive letter and return signed consent.</p>		
<p>Risk evaluation</p> <p>Date:</p>	<p>Low ✓</p> <p>Medium</p> <p>High</p>	<p>Way forward: Continue to review annually</p> <p>Signed.....</p>

APPENDIX 6

Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the DSL and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order

APPENDIX 7

Indicators of abuse and neglect

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

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, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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. They may also include 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: 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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

SAFEGUARDING POLICY: COVID-19 ADDENDUM September 2020

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This addendum should be read in conjunction with the school's existing safeguarding policy.

1. Key contacts:

Role	Name	Contact
Designated Safeguarding Lead	Colin Bowpitt	xxxxxxxxxxxx
Deputy DSL	Sarah Jarowicki	xxxxxxxxxxxx
Deputy DSL	Kirsty Smith	xxxxxxxxxxxx
Deputy DSL	David Hill	xxxxxxxxxxxx
Deputy DSL	Nicola Wilson	xxxxxxxxxxxx
Nominated Safeguarding Governor	Neil Parry	xxxxxxxxxxxx
Local Authority Designated Officer (LADO) / Allegations	Kim Taylor/Lovona Brown	0116 305 7597

2. Scope and definitions

This addendum applies from the start of the autumn term 2020. It reflects updated advice from our 3 local safeguarding partners

- Leicestershire Police; and
- East Leicestershire and Rutland Clinical Commissioning Group

and the local authority (LA):

- Leicestershire County Council

It sets out changes to our normal child protection policy in light of Coronavirus and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with Coronavirus – for example, due to clinical and/or public health advice, if there's a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who have a social worker, including children:

- With a child protection plan
- Assessed as being in need
- Looked after by the local authority
- Have an education, health and care (EHC) plan

In addition, this Addendum will cover children who have been assessed as otherwise vulnerable (for example by the L.A) and who we have safeguarding concerns about who include, but are not limited to children:

- On the edge of receiving support from children's social care services;
- Adopted;
- At risk of becoming NEET;
- Living in temporary accommodation;
- Who are young carers;
- Considered vulnerable by the school.

3. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

- The best interests of children must come first;
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately;
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements);
- It's essential that unsuitable people don't enter the school workforce or gain access to children;
- Children should continue to be protected when they are online.

4. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

Where the usual arrangements for reporting to the DSL cannot be followed, for example our DSL and Deputy DSL(s) are self-isolating but are otherwise well and able to provide advice they can be contacted as per the contact details above by the designated senior leader.

5. DSL (and deputy) arrangements

We will have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

Where a concern needs to be raised the first contact will be either the DSL or a Deputy.

If our DSL (or deputies) can't be in school but they can be contacted remotely on the number provided, the senior leader will be responsible for liaising with our off-site DSL (or deputy) to make sure they can:

- Identify the most vulnerable children in school;
- Update and manage access to child protection files, where necessary;
- Liaise with children’s social workers where they need access to children in need and/or to carry out statutory assessments;

6. Working with other agencies

We will continue to work with children’s social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

- We will maintain a daily register of our most vulnerable children and whether they are in school or not in school for example where their class or bubble has had to self-isolate or where an individual child is self-isolating due to family circumstances. Where a child is not in school we will ensure that the relevant social worker or other agency is informed without delay.

7. Monitoring attendance

We will resume taking our attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted an authorised absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn’t attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by following the best practice Safe and Well checks in Part A;
- Notify their social worker, where they have one (see section 5 above).

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

8. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

Procedures on page 9 of our Safeguarding policy apply.

9. Concerns about a member of staff/supply teacher or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/supply teachers/volunteers working on site or remotely. They should follow the procedures outlined in Appendix 2 of our safeguarding policy.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

10. Safe and Well Checks

Children who are “vulnerable” or assessed as such under section 1 above - if these children are not in school we will put a Safe and Well check in place.

Each child will have an individual plan which has been risk assessed and RAG (red, amber, green) rated; the rating will determine:

- How often the school will make contact– this will be at least once a week;
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well;
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both;
- How school work will be provided, taking into account access to technology and adapted to ensure it is accessible

We have agreed these plans with children’s social care where relevant, and will review them weekly.

If we can’t make contact, we will contact social services, relevant agencies such as the local authority and if necessary, the Police.

11. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils’ mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 4 above.

11.1 Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

We will liaise with the school nurse or any other agencies who are known to be involved with the family.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

11.2 Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

For children at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

12. Online safety

12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, we will act in accordance with our contingency plan seeking IT support from LEAMIS, Leicestershire Traded Services.

12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct and IT acceptable use policy and social media policy.

We will ensure appropriate safeguarding practices in our approach to remote learning by using an approved remote learning product i.e. ClassDoJo. Parents will be issued with a guide to using ClassDoJo and their responsibilities supervising and supporting their child. They will be reminded of the school's parent code of conduct.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 4 of this Addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

12.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online;
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school;
- Are aware of the safeguarding risks posed if they chose to supplement the remote teaching and resources our school provides by engaging online companies or tutors and that they should only use reputable online companies or tutors
- Know where else they can go for support to keep their children safe online by providing the links to the following on the school website:

13. Mental health

13.1 Children returning to school

Staff will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

13.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils. This includes access to our Pastoral Support, SENDCo and external counsellor if necessary.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 4 of this addendum.

14. Staff recruitment, training and induction

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

15. Safeguarding Induction and Training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

16. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum every 6 weeks by the DSL.

At every review where changes are made, it will be approved by the full governing board.

17. Links with other policies

This policy links to the following policies and procedures:

- Staff Code of Conduct
- Behaviour policy
- Acceptable use policy
- Health and Safety policy
- Whistle blowing policy

Version	Date	Comment
LCC Children and Family Services	Date created: September 2020 v2	Annual update and revised addendum